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ABSTRACT

In May 1974, a five member study team from Teachers College, Columbia University spent four and one-half days in Birmingham, Alabama, for the purpose of (1) collecting information that describes the desegregation process as it evolved, (2) interviewing principals, administrators, teachers, students and community leaders relative to their impressions of the desegregation move and its impact, and (3) observing random classrooms, hallways, cafeterias, and playgrounds of 12 selected schools. Birmingham City School District was selected to participate in this study because it was identified from a collection of resource data as a district that developed and implemented a conflict-free (the current plan) and effective plan. The major purpose of the overall project was to identify districts that have been effective and successful in their attempts at desegregation and to describe the processes that led to their effectiveness and/or success. The Birmingham sample included schools (1) with an almost equal distribution of black and white students, (2) those having both a 60 percent black and white population, (3) those having almost an 80 percent black and white enrollment, and, (4) those that had all black students and several having an almost all white student body. A total of 12 schools were sampled from the more than 90 that serve the young people of Birmingham. (Author/JM)

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UD 015 679

DESEGREGATION IN BIRMINGHAM, ALABAMA

A CASE STUDY

Data Collected by
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1974

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PREFACE

In May, 1974, a five member study team from Teachers College, Columbia University spent four and one-half days in Birmingham, Alabama for the purposes of (1) collecting information that describes the desegregation process as it evolved, (2) interviewing principals, administrators, teachers, students and community leaders relative to their impressions of the desegregation move and its impact, and observing random classrooms, hallways, cafeterias and playgrounds at twelve selected schools.

Given our time constraints and budgetary limitations we systematically chose twelve schools from the more than ninety that serve the young people of Birmingham. Our sample included schools (1) with an almost equal distribution of Black and White students, (2) those having both a sixty percent Black and White population, (3) those having almost an eighty percent Black and White enrollment, and (4) those that had all Black students and several having an almost all White student body. Thus, our sample allowed us to view a microcosm of the Birmingham school system.

We extend our gratitude to all school personnel, students and community people who graciously gave us a part of their time. Special thanks are extended to Superintendent Cody who gave us permission to come to Birmingham, to Dr. Matherson who coordinated our work and paved the way for our kind of reception, and to Dr. Goodson who spent the four and one-half days with us providing transportation, introducing us and keeping us on a rigid schedule.

CHAPTER I

BACKGROUND

Description of Town and Demographic Data[1]

In the 1840's iron ore, coal and limestone were found in a midlands region of Alabama called Jones Valley. By 1860 plans had been made to intersect a railway connection in this valley between Chattanooga in the North and Montgomery in the South in order to exploit these vast mineral deposits. The Civil War broke out and delayed these railway ties until 1870. A year later the area surrounding this junction was purchased by a private corporation, the Elyton Land Company. Plots were established and put up for auction. Additional spaces were reserved for churches, parks and streets. The Land Company also decreed that the city to be built would be called Birmingham in honor of "the best workshop in all of England."

In December, 1871, the city received its charter and was inhabited by approximately 1,000 people. During the succeeding 100 years its population has grown to more than 300,000 and has come to be recognized as a major industrial and medical center of the South.

When one thinks historically of Birmingham thoughts of slavery, inhumane actions against Blacks, police dogs, fire hoses, civil rights marches, and the bombing of a church in 1962 where four little Black girls were killed are evoked. It is the city that the late Rev. Dr. Martin King, Jr. called "the most segregated city in America."[2] These events happened, and are truths of Birmingham's past.

One can easily advance the opinion that the treatment of Black citizens up through the mid-nineteen sixties was directly related to the sentiments expressed by a majority of the community and the political leadership. It is more difficult to speculate about the internal feelings and attitudes of the general populace at present - it is conceivable that these old attitudes persist with many - but a brief description of Birmingham's demography and political leadership over the past ten years suggests that in relation to its past it no longer deserves the reputation it gained in the late 1950's and early 1960's.

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[1]The data included in this section are primarily taken from reprints of articles appearing in the March 28, 1972, edition of the New York Times, the June 10, 1972, edition of the Birmingham Post, Birmingham, England and from an information packet compiled by Dr. W.C. Matherson of the City School System.

[2]The New York Times, March 28, 1972.

Perhaps the turning point in the minds of the people was prompted by 1962 church bombing. For by 1967 the first Republican mayor ever was elected. By 1971 two Black men had been elected to the city council as well as a White female and two White male liberals. Since that time the governing body of the city has been composed of a moderate-liberal majority. One of the first acts performed by this new body was to appoint the city's first Black judge. A Black and White group of leaders was formed into a community affairs committee. They are credited for eliminating the dual lines of progression for Blacks and Whites in the steel industry.

The political leadership of Birmingham has done much to improve the living conditions in the city for its citizens and to bring in revenue. This point is viewed as critical since we have witnessed the decay and bankruptcy of many major cities and a number of smaller ones over the past ten years. Quite often problems of White migration to the suburbs and the transition of cities into an ethnic minority and a poor economic population has been hailed as a major factor contributing to this decay, which has consistently been linked to forced integration. In spite of being subjected to similar conditions, Birmingham has achieved a higher level of economy and prestige subsequent to desegregation. This progress is viewed as remarkable when one considers the violent stance taken by the community in the late 1950's and early 1960's.

During the late 50's and early 60's Birmingham was in an economic depression due to progressing automation in the steel industry. By contrast, since the late 1960's, the city "has completed twenty sanitary sewer projects, filled thiry-three open ditches and storm sewers, built three railroad overpasses, installed 8,800 new street lights, torn down 2,173 abandoned dwellings, opened nineteen new recreational facilities,...invested $556,000 in youth activities,...has helped fund the new Metropolitan Development Board, and has begun a rehabilitation program for jailed prisioners."[3] Most of this work was achieved because the voters passed a 50 million dollar bond issue for public improvements in 1968, the largest in the city's history. By 1972 building permits had increased from $52 million in 1968 to $110 million due to outside companies deciding to move or open branches here.

Also in 1972, twenty-three industrial plants were closed because they had contributed to an especially foul period of air pollution. These companies then announced they were undertaking expensive measures to combat pollution.

Recently, several million dollars of construction has been spent in the building of several large hotels and two skyscraper-like office buildings.

Birmingham's prosperity is obvious - the research team flew into a new airport; stayed in a new hotel overlooking the new $35 million civic center; walked along the newly refurbished main street with its wide, grassy, tree and bench lined median while gazing into the beautiful buildings on each side

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[3]Reprint from the Centennial edition of Birmingham Magazine, December, 1971.

of the street; and drove past 69,000 seat Legion Field, the home of a new professional football team beginning in the fall of 1974.

Many feel that Birmingham will come to be known as an educational and medical center rather than as a steel town. Presently, the seven higher education institutions are attracting professionals who probably would not have thought of coming here ten years ago. The University of Alabama in Birmingham is becoming a major institution in its own right and presently employs the second largest number of people in the city, U.S. Steel is first. The University Medical Center has come to be known as one of the nation's best in its study and treatment of the heart. Projections suggest then when this center is expanded it will be the most prestigious of its kind in the country.

Back in 1972 the University of Alabama in Birmingham, with only a ten percent Black enrollment, elected a Black student as its president. During the week of our field study Alabama State University, a predominantly Black school, conferred honorary doctorates on both Ralph Abernathy and Governor Wallace at their commencement exercises.

Although Birmingham's future seems bright, it acknowledges that there are problems yet to be dealt with. Some priorities include: a more professional police force, increased measures for public safety, and a natural expansion of city limits. Birmingham has experienced a flight to the suburbs by White citizens; by 1972 the city population had decreased by 40,000. Much of the land surrounding the city limits is owned by the steel industries and they have been instrumental in delaying annexation. Were annexation possible, more taxes would be paid by the industries as well as the people living in those areas who would then be required to pay the city's occupational tax. Including Birmingham and its suburbs the population exceeds 700,000.

Because of its racial and cultural progress Birmingham was named an All American City in 1971.

See following inserts for a more comprehensive listing of demographic data relative to census information and public school information.

Description of the School District Prior to Present Desegregation

As desegregation has been in progress since 1963, during which time three plans have been employed, only a brief statement is necessary to describe the school district prior to 1963.

Up to 1962 Birmingham operated a dual school system. That is, all White students went to designated White schools and all Black students attended designated Black schools. The teaching staffs were divided in the same manner. Of course the principals were of the same race as the schools were designated. At the central administrative level there were no Blacks filling a superintendent or assistant superintendent's position. A Black did act as Director of Negro schools. In essence, Birmingham was a house completely divided along racial lines.

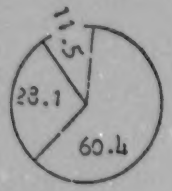
Community housing was similarily divided. There were some large areas with Black residents while there were smaller "pockets" of Blacks adjacent to White housing areas. In order to serve both Black and White students separately one might have found a large or regular sized school for Black children in a heavily populated Black residential area. But it was also common to find a small four to six room building put up and staffed by four to six teachers Black "pocket" housing area. Thus, much care was taken to prevent integration of children in public schools.

SCHOOL CALENDAR

School begins the last week in August and ends the first week in June. There are 176 total days in the school session. Holidays include: Labor Day, Veterans Day, Thanksgiving, an extended Christmas holiday, AEA convention and Spring Vacation. Report cards are given every six weeks.

FINANCES

Sources of income:



11.5% Federal
60.4% State
28.1% Local

Expenditures:

83.8% Instruction
13.0% Plant Operation & Maintenance
2.4% Administration

The total income of funds was $31,480,083. The amount of per pupil expenditure was about $303. The total expenditure was $29,924,676. (estimates)

FEES

Because of a lack of public funds to provide all school needs, a small fee may be charged sufficient to defray the cost of the materials used by the pupil. All first grade textbooks are furnished free of charge. Laboratory fees may be charged in the secondary schools.

All data quoted 1972-73 unless otherwise specified

WHAT YOU CAN DO!

1. Get the facts about your school. Do not rely on rumors. Inquire at your school or the Board of Education.

2. Attend a Board of Education meeting.

3. Support your school staff and school board. Volunteer your services at school or through the P.T.A.

4. Accept your responsibility to provide more local dollars for education and see that monies are spent intelligently. Parents and the community must be willing to pay more to get the kind of schools we need and want. Every dollar we spend is an investment not only in our children but in the future of our community. Support added taxes for the schools.

Know Your Schools

BIRMINGHAM CITY SCHOOL SYSTEM

The Birmingham City School System is the largest of the nine independent school systems located in Jefferson County. It has a total enrollment of 54541 students (Oct. '73), with 36719 in the elementary schools and 18022 in the secondary schools. The first public school was opened for attendance on March 1, 1874. There are ninety schools today of which seventy seven are elementary schools and thirteen are secondary schools.

BOARD OF EDUCATION

The Board of Education was first organized by the adoption of an ordinance dated July 16, 1884. Policies for the schools are set by a Board of Education now consisting of five members appointed for five years on a rotating basis. They are appointed in March by the City Council. The Board of Education meets the second and fourth Tuesdays of the month, at 3:30 p.m., in the Board Room, Admin. Bldg.

2015 Seventh Avenue N.
Birmingham, Al. 35202
Telephone 323-8321

SUPERINTENDENT OF EDUCATION

The first Superintendent of Schools was appointed in September 1883. To date six superintendents have been appointed. The Superintendent of Education is appointed by the Board of Education and is a nonvoting member. He acts as the secretary of the Board, conducts all correspondence, and administers all Board policies. The Superintendent as of October 1, 1973 is Dr. Wilmer S. Cody.

ENTRANCE REQUIREMENTS

Elementary: To be eligible for first grade, pupils must be six years old by October 1 of the year they enter. Acceptable record of birth must be presented in order to complete entrance requirements. Although not mandatory, it is suggested that the child also have a general physical examination by a physician. No six year old will be enrolled after the first two weeks of school.

If a child received nine months of first grade instruction in a private school and was six years of age on or before January 1, he is eligible for the advanced standing program and for placement in a second grade class. For further information call 322-8321, Ex.. 245.

Secondary: Pupils coming from an accredited school will be given grade placement according to the credits transferred.

GRADUATION REQUIREMENTS

These are minimum for all students. One unit is equal to two semesters:

English	4 units
Social Studies	3 units
Mathematics	2 units
Science	1 unit
Phy. Ed. (or Band or ROTC)	4 units

There is a choice of instructional programs, and pupils are encouraged to meet with the Pupil Personnel Services Department to discuss the alternatives.

ACCREDITATION

The secondary schools are all accredited by the Southern Association of Colleges and Schools and by the State of Alabama.

Progress is being made toward the accreditation of the elementary schools at the present time.

SPECIAL EDUCATION

There are 140 full-time teachers who serve those children who cannot function in the classroom because of their special needs resulting from a physical or emotional handicap. There is provision for home instruction in certain instances. In addition, there is a full-time Head Start program and a Title I program.

PUPIL PERSONNEL SERVICES

The Birmingham City School System provides testing, counseling, vocational guidance, evaluation services, and special placement service for all the pupils. There are 60 teachers from grades one through eight who are fully employed to provide these services to the pupils and their families.

EDUCATIONAL OPPORTUNITIES

The Birmingham City School System had 20 kindergarten classes on an experimental basis in 1972-73.

It operates a summer school program for remedial as well as accelerated work.

There are four closed circuit channels of Instructional Television.

There are adult programs in session.

COMMUNITY SCHOOLS

Community education is the concept of the extension of the regular school day with a program to serve all the people of the community. There are three community schools in operation, Woodlaw, Avondale and West End, which offer courses and activities to meet the needs of all age groups in the community. For further information call the Woodlawn Center and ask for Jim Felton.

TEACHING STAFF

At the present time the pupil-teacher ratio in the elementary schools is 30 to 1. It is projected that in the school year 1973-74 it will be 28 to 1. In grades nine through twelve the ratio is 22 to 1.

There are sixty guidance teachers whose responsibility is testing, counseling, placement and evaluation of educational programs.

There are special teachers (P.E., reading, art, etc.) in almost every school.

The total number of teachers employed is 2453, of which 1776 hold Bachelor's degrees, 628 hold master's degrees and 48 hold AA certificate.

USE OF SCHOOL BUILDINGS

Since providing education for all its pupils is the primary function of the Board of Education, the regular school program will have first claim on the public school facilities at all times. Permission to use school facilities of the Board of Education may be granted to public educational, civic, governmental, or recreational nonprofit organizations under the rules and regulations of the Board.

LUNCHROOM PROGRAMS

Most of the Birmingham public schools have a lunchroom program providing a well-balanced, hot lunch at a low cost. Children may also bring their lunches to school. A written request is necessary if a child goes home to have lunch.

FURTHER INFORMATION

Additional questions or information be referred to the principal or the educational secretary of the school in your neighborhood, or write to the Birmingham Board of Education, P. O. Drawer 1007, Birmingham, Al. 35202.

City Government and the School Board

Before describing the three desegregation plans it is well to describe the structure and organization of the city government and its relation to the school board as each of these bodies played a vital role in the desegregation movement.

Ten years ago there were three commissioners who ran the city. It was during the time of the most violent racial conflicts that these individuals and their system of government began to decline. Leadership changes then began and a new form of government was initiated-municipal government which resulted in a bi-lateral power structure of a mayor and city council. These new leaders were described as social progressives who strived for equal treatment for both races. The current mayor was one of the early members of the city council that decided to open the schools under the first desegregation plan in spite of the ensuing conflicts which were anticipated.

It has been indicated earlier that by 1971 there were two Black males on the city council and a White female. The council appoints school board members to overlapping five year terms. At present there are three White board members and two Black. A Black male is currently serving his second term and a Black female is in her first. Due to the fact that board members are appointed by a progressive city council it is obvious that school board decisions also take on a liberal flavor.

The First and Second Desegregation Plans

The desegregation plan adopted in 1963 was the result of a voluntary action taken by the school board. The table below illustrates the proposed plan to desegregation two grades per year and the number of Black children who attended heretofore white schools. This plan was implemented during the school years 1963-64 to 1966-67.

TABLE 1

Black Students Enrolled in Predominantly White Schools: 1963-64 - 1966-67

School Year	Grades Desegregated	Black Enrollment in White Schools		
		Elementary	Secondary	Total
1963-64	1-12	2	3	5
1964-65	1-11-12	2	7	9
1965-66	1-2-9-10-11-12	7	50	57
1966-67	1-2-3-8-9-10-11-12	115	246	361

Table 2 is a listing, by school, of the number of Black students who entered predominantly White schools from 1963-64 to 1966-67. This table as well as the one above indicates that the movement to desegrate did not receive much impetus until the third year. There was no move to send White students to Black schools.

Birmingham
ALABAMA

POPULATION AND AREA

Population U.S. Census 1970

Birmingham	300,910
Jefferson County	644,991
SMSA	739,274
Rank - Birmingham	47th

Area 1970

Birmingham	80.02 sq. mi.
Jefferson County	1118.0 sq. mi
SMSA	2727.0 sq. mi.

Population Per Square Mile 1970

Birmingham	3760.4
Jefferson County	576.4
SMSA	271.1

Climate

Average Temperature:

January	46.5°F
July	81.6°F
Average yearly precipitation	53.05 in 1 yr.

CITY POPULATION CHARACTERISTICS 1970

Persons per household	2.85
Population under 18	33%
Population over 65	11.7%
Education: 25 years old & over	
Median years completed	11.2
Less than 5 years	8.7%
High School or more	44.0%
College Graduates	7.4%
Income: Per Family	
Median	$7,737
Under $3,000	16%
Over $10,000	33%

Non-White	1960	1970
% of Total	39.7%	42.0%
Median Family Income	$3,019.00	$5,184.00
% of White median Income	50.2%	56.1%
Under $3,000 Median Income	55%	28%
Unemployment	10%	7.7%

HOUSING

Birmingham	
Total Housing Stock 1970	106,977
Public Housing 1972	6,300
Production 1971	
Jefferson County Single Family	1,958
Multi-Family	3,017
Total	4,975

TRANSPORTATION 1972

MAJOR STREETS

1972-1977 Project Improvements

Freeways	32 Miles Completed
Major Arterials	101 Miles Completed
Minor Arterials	132 Miles Completed
Grade Separations	55 Miles Completed

Local Bus Transportation

Revenue Passengers 1971	9,133,721
Route Miles 1971	343.9

Intercity Bus Transportation

Number of carriers	3
Scheduled buses daily	168

Motor Freight

Terminals	100
Birmingham Based Freight Lines	25
Average daily truck movements out of local terminals	1,996

Air Lines

Air Lines	4
Enplaned Passengers 1970	493,486
Air Freight tonnage enplaned 1970	3144.1 tons
Average daily flights	112

Presently under construction at the Municipal Airport is 30 Million Dollars in improvements to the terminal including 15 additional passenger gates and a parking deck for 1,500 cars.

Railroads

Major systems	7
Belt and connecting lines	2
Daily Passenger Trains	8
Daily freight trains	140

Water Transportation

Birmingham is connected to the Warrior-Tombigbee Waterway via facilities at Port Birmingham 17 miles to the west of the City.

Barge and tow lines	5
Warrior-Tombigbee traffic 1969	10,587,423 tons (58% from Birmingham area)
Terminals	
Private	13
Common carrier	1

CITY EDUCATIONAL FACILITIES 1973

Schools

Elementary	77
High Schools	10
Vocational	3
Total City School Enrollment	54241
Public Libraries	17
Bookmobiles	2
Volumes in all public libraries	846,000
Circulation 1971	3,378,978
Circulation per capita	11.2

Colleges and Universities

(Jefferson County)	9
Students	20,331
Faculty	1,396
Business and Technical Schools	14

Private and Parochial Schools

Elementary	18
High Schools	7
Total Enrollment - 1971	5,676

Educational T.V. (Nation's First Network)

WBIQ
WCIQ

PARKS AND RECREATION FACILITIES

City Park System

Number of Parks	77
Acres of Parks	2,381.66
Acres per 100 population	79
Golf courses	4
Tennis courts	52
Recreation centers	12
Swimming pools	14
Vest pocket playgrounds	20
Park budget 1971-1972	$3,089,970

Stadiums and Halls	(Capacity)
Rickwood Field	18,000
Legion Field	69,000
Municipal Auditorium	5,000
Oporto Stadium	10,000
Fair Park Grandstand	9,500
Various Auditoriums and Halls (15)	13,000

Civic Center

Exhibition Hall (completed)	100,000 sq. ft.
Music Hall (under construction)	3,000 seats
Theater (under construction)	1,000 seats
Coliseum (engineering stage)	13,000 seats

ECONOMICS BIRMINGHAM AREA

Retail Trade

Retail Employees - 1970	42,593
Retail Sales - 1971	$2.07 billion
Retail Trade Area	12,584 sq. miles
Population 1970	1,344,057

Manufacturing

Value of Shipments 1967	$1.9 billion
Employees 1970	66,038
Capital Expenditures 1967	$27.5 million

The area produces approximately 52% of the steel in the south and 60% of all the cast iron pipe in the nation.

Wholesale Trade

Employees - 1970	17,256
Wholesale Market population	7,000,000

Government

Employees - 1970	35,140

The city is the state headquarters for the Department of Housing and Urban Development and the regional headquarters for the Social Security Administration.

Communications

Employees - 1971	4,917
Daily Newspapers	2
Weekly Newspapers	7
Postal Receipts - 1971	$18,786,539
Local Telephone Network	416,402 phones
Commercial T.V. Stations	3
A.M. Radio Stations	12
F.M. Radio Stations	8
Telegraph Center Rank	9th in nation

South Central Bell serves their customers in five states from its new headquarters building in downtown Birmingham.

Banking and Finance

Employees - 1970	13,057
Major Banks	10
Branches	76
Resources 1972	$1.8 billion
Debits SMSA 1972	$27.6 billion

Research

The Southern Research Institute, only private scientific research facility to serve industry and government in the southeast, with 315,000 square feet of laboratory space in 12 buildings and a technical staff of nearly 300.

13

TABLE 2

NEGROES IN PREDOMINANTLY WHITE SCHOOLS

1963-64 to 1966-67

High Schools	1963-64	1964-65	1965-66	1966-67
Banks				2
Ensley		2	13	44
Jones Valley		1	5	67
Phillips		3	10	33
Ramsay	1		13	52
West End	2	1	3	24
Woodlawn			6	24
Total High	3	7	50	246

Elementary Schools	1963-64	1964-65	1965-66	1966-67
Brown			1	1
Bush				13
Eagan				1
Elyton				14
Graymont	2	2	6	42
Jones Valley Elem.				19
Kennedy				1
Lee				15
McArthur				4
Norwood				1
Powell				2
Pratt				1
Elyton Charlanne PH				1
Total Elem.	2	2	7	119
Grand Total	5	9	57	361

Table 3 is provided to show the percentage of Black students enrolled in predominantly White schools during the 1965-66 and 1966-67 school years. Note that in 1965-66 only .17% of the Black students attended predominantly White schools, 1.05% in 1966-67.

The originally proposed plan for desegregation was nullified by a district court order requiring Birmingham to utilize the "Freedom of Choice Plan" in the 1967-1968 school year. This second plan lasted through the 1969-70 school year.

The court oder decreed that the parents of all students under fifteen years of age and not yet in the ninth grade would be allowed to select the school of their choice for their child to attend. Students in the ninth grade or above and of fiteen years of age could select the school they wished to attend. By this plan no Black or White student was required to select a school of a racial composition other than his own. In addition, no staff were to lose their employment, be discriminatorily reassigned or demoted as a consequence of this court order. Another stipulation required that all schools that remained open would be of equal quality. Periodic reports to the court in order to demonstrate compliance was required of the board of education. (A transcript of this decision is found in Appendix A.) Although no specific instructions were given, the court recommended that staff desegregation begin and that more than one member of the minority race (white or black) be assigned to the newly desegregated faculty.

(See Appendix B for a copy of the Feeedom of Choice form including a listing of all Birmingham schools.)

TABLE 3

Total Enrollment Figures for 1965-66 and 1966-67

Total enrollment White and Black	=	68,121
Enrollment in predominantly White schools	=	34,217
Enrollment in Black schools	=	33,904
Total	=	68,121
Blacks enrolled in predominantly White schools		57
Blacks enrolled in the system (33,904 + 57) or	=	33,961
% Blacks in predominantly White schools $\frac{57}{33,961}$	=	.17%

FOR SCHOOL YEAR 1966-1967

Total enrollment White and Black	=	68,023
Enrollment in predominantly White schools	=	33,968
Enrollment in Black schools		34,055
Total		68,023
Blacks enrolled in predominantly White schools	=	361
Blacks enrolled in the system (34,055 + 361) or	=	34,416
% Blacks in predominantly White schools $\frac{361}{34,416}$	=	1.05%

TABLE 4

Black Students Enrolled in Predominantly White Schools During Freedom of Choice Plan

HIGH SCHOOLS	1967-68	1968-69	1969-70
Banks	8	3	6
Ensley	181	122	110
Glenn	7	19	20
Jones Valley	190	160	140
Phillips	237	461	662
Ramsay	203	222	263
West End	71	72	103
Woodlawn	93	97	115
Homebound	--	8	7
Total High	990	1,164	1,426

ELEMENTARY SCHOOLS	1967-68	1968-69	1969-70
Avondale	2		
Baker	7	5	5
Barrett	6	7	13
Brown	14	16	20
Bush	185	154	202
Comer	18	6	4
Dupuy		24	155
Eagan	60	117	312
Elyton	168	160	164
Fairmont			43
Gate City	1	29	123
Gibson	12	23	65
Glen Iris	48	85	133
Gorgas	42	56	60
Graymont	444	495	527
Huffman	3	1	1
Inglenook	16	39	63
Jackson	10	17	72
Jones Valley	100	132	162
Kennedy	52	67	52
Lakeview	51	85	121
Lee	44	55	63
McArthur	328	480	677
Minor	5	13	12
North Birmingham	7	17	51
North Roebuck		6	13
Norwood	7	33	41
Powell	37	77	111
Pratt	165	359	401
Robinson		1	3
South East Lake		1	4
Wilson	1	2	6
Wylam	47	52	84
Homebound		8	6
Speech and Hearing	4	12	17
Total Elementary	1,884	2,634	3,786
Grand Total	2,874	3,798	5,212

Table 4 indicates the number of Black students, by school, enrolled in predominantly White schools during implementation of the freedom of choice plan. The increase in Blacks attending White schools took a notable rise during this time compared to that of the earlier plan. In 1966-67 there were 361 Black students attending predominantly White schools compared to 2,874 in 1967-68, thus indicating an increase of approximately nine hundred percent. By 1969-70 there were 5,212 Black students attending predominently White schools.

During the first year of freedom of choice Birmingham's pupil count, as compared to the enrollment of exactly one year before, was down 1,231 of which 157 were Black. As 1,074 fewer White students were in attendance 1966-67, it seems that the exodus to the suburbs had begun. Since we cannot affirm that other factors did not contribute to a flight from the city, the previous statement should be interpreted with caution.

Table 5 illustrates that status of faculty integration during these three school years. A quick glance reveals that Black faculty members moved to predominantly White schools at a much more rapid rate than White teachers to Black schools. Specific reasons for this disparity were not revealed. However, we are led to believe that all transfers were voluntary. (See Appendix C for a copy of Superintendent's letter to staff requesting transfers. Also see Appendix D for a copy of a report on efforts to integrate staffs submitted to the court by the Board of Education. Appendix E shows a copy of "Targets for the School year 1968-69" toward staff integration by the school board).

Table 6 shows the status of integration in the Birmingham Public schools as of March, 1969.

TABLE 5

Faculty Desegregation Under Freedom of Choice Plan

	1967-68			1968-69			1969-70		
	High	Elem.	Total	High	Elem.	Total	High	Elem.	Total
Black Teachers in Predominantly White Schools	11	20	31	22	89	111	23	103	126
White Teachers in Predominantly Negro Schools	3	-	3	11	38	49	25	51	76

TABLE 6

Status of Integration in Birmingham Public Schools in March, 1969

ITEM	
No. Schools	98
No. Schools with Integrated Student Bodies	43
No. Schools with Integrated Faculties	80
No. Students in Schools with Integrated Faculities	58,443
No. Students in Schools with Integrated Student Bodies	28,731
Percent of Teachers as Members of Integrated Faculities	87.4%
Percent of Students as Members of Integrated Faculities	87.3%
Percent of Students as Members of Integrated Student Bodies	47.0%
No. of Blacks in Formerly All White Schools	4,092
No. of Whites in Formerly All Black Schools	3
No. of Schools without Integrated Faculities	18
No. of Schools without Integrated Student Bodies	55

To summarize Table 6, we find that less than half of the schools had integrated student bodies by the end of the freedom of choice plan; approximately 90% had integrated faculities as well as approximately 90% of the students being in schools with integrated faculities. These figures do not indicate the extent to which students within these schools were exposed to a teacher of a different race. An estimate is that such opportunity for exposure was minimal given the small number of faculty member employed in schools where they represented a racial minority.

CHAPTER II

Development and Description of Current Desegregation Plan

In 1969 the United States District Court held freedom of choice to be inadequate for the disestablishment of dual school systems and directed Birmingham to submit a plan to the court, to be effective during the 1970-71 school year, which primarily called for the use of zone assignments to end the dual system. The school board was also instructed to collaborate with the U.S. Office of Health, Education and Welfare in the preparation of such plan and to direct their efforts toward student and faculty assignments, facilities, athletic and other school activities in order to make a conversion to the status of a unitary system. Busing was not a factor in this directive as Birmingham employed no school transportation system.

The designated collaborator, representing the U.S. Office of Education, was the Auburn University Center for Assistance to School Systems with Problems Occasioned by Desegregation. Jointly they developed the plan that was submitted to the court on December 30, 1969. In an interview with an assistant superintendent it was revealed that in addition to the select eight member panel, these individuals worked on the plan in conjunction with members of the NAACP and the Justice Department prior to presenting a document to the court. A summary of the proposed plan, which was approved by the court with modifications, follows.

Student Assignments. Birmingham continued to employ the same organizational structure consisting of elementary schools (grades 1-8) and high schools (grades 9-12). Eight previously all Black elementary schools were closed and the remaining 76 divided into attendance areas, and one previously all Black high school was closed and the city divided into 13 high school attendance areas. A provision was provided for majority-to-minority student transfers at both levels; such right to transfer dependent on the capacity of the receiver school. An additional provision allowed high school students to transfer to a school offering a particular curriculum that was unavailable in his designated school zone. Twelfth graders were allowed, if their parents desired, to continue in the school they attended in 1969-70 in 1970-71. Finally, a small number of students from the county were allowed to continue in particular city schools.

Faculty and Staff Assignments. The board's intention was to assign staff so that 25-33 1/3% of each school's faculty would be in the racial minority.

Buildings and Facilities; Construction and Site Selection. The plan proposed 18 improvement projects for elementary schools and six projects for high schools in order to facilitate the achievement of a unitary school system.

School Activities. The plan merely provided for a merger of all school sponsored functions, i.e. athletics, clubs, leadership groups, etc., insuring equal opportunities.

Minor modifications were suggested by the court but most were eventually ruled inappropriate and concurred with the school board's proposal.

(See Appendix F for a full copy of the court decision, Memorandums from the Superintendent's office and the Division of Personnel relative to the reassignment of faculties are found in Appendices G and H).

Of interest at this point is to view total enrollment figures of the Birmingham Public Schools from 1960 to 1973 in order to compare the number of students enrolled prior to the first desegregation plan with enrollment figures throughout the implementation of all three plans. Table 7 shows the total student enrollment in the Birmingham Public Schools from 1960 to 1973 according to race. From 1960 to 1962 the White population remained relatively stable while the Black population showed an increase of approximately 1,300. With the beginning of the first plan in 1963 the White enrollment dropped by about 850 while the Black enrollment increased by more than 600. At this time there were approximately 2,500 more Whites than Blacks in the Public School System. In 1967, the beginning of freedom of choice, the Black population outnumbered the White by more than 1,000. By the end of the freedom of choice option the Black students' enrollment exceeded that of the White by almost 4.000. During the current plan White enrollment has decreased by more than 7,500 over the four years while the Black enrollment has dropped by less than 200. Total figures over the 13 year period indicate a relatively stable Black population, varying by less than 3,000, with an overall gain of almost 1,000. On the other hand, since the first desegregation plan, there has been a steady decrease in White enrollment. Over the 13 year time span White enrollment has dropped by approximately 17,000. With a combined racial attendance count we find a total school enrollment in 1973 of 15,700 less than in 1960. In 1960 the White enrollment accounted for 53% of the total, whereas in 1973 they accounted for only 38% of the total enrollment. The greatest drops in White enrollment coincide with the current plan, forced desegregation. Where these students have gone is undetermined; however, it is felt that many moved to the predominantly White suburbs while others attend one of the many private schools.

Table 8 and 9 show enrollment figures over the 13 year period according to elementary and high school levels. Considering that the ratio of grades in the elementary schools is 2-1 compared to the high schools we see that the attendance drops were comparable at both levels. Again, it should be pointed out that other factors combined with school desegregation could easily account for a part of this withdrawal of Whites from the public schools, i.e. escaping from the occupational tax, construction of freeways eliminating housing property, etc. In view of these other possible factors one still simply must assume that forced integration in 1970-71 continues to be the prime reason for the dramatic decrease in White enrollment over the past four years.

Some of our field investigators carefully studied a map of the school district that identified the schools as they functioned under the dual school structure which, in addition, had the new attendance zones superimposed on the surface. By comparing formerly all Black schools, in terms of size and location, with those still open and the racial composition of each, it is highly visible that Birmingham is in a transition phase in housing patterns over almost three-fourths of the city. The eastern end

of the city limits remains primarily a White community, whereas the center of the city is heavily populated by Blacks and the western section is rapidly becoming a Black community. It should be pointed out again that although it would seem that many of the city's wealthier residents have left, the city has become more prosperous. Perhaps the business centers, recreation areas, and entertainment attractions are continuing to pull in the money from suburbanites although they no longer live within the city boundaries. This seems to be an extremely important factor; otherwise, the future of Birmingham would be precarious.

TABLE 7

Total Student Enrollment for Birmingham Public Schools: 1960 to 1973

YEAR	WHITE	BLACK	TOTAL
1973	20,934	33,907	54,841
1972	23,659	34,440	58,099
1971	26,246	33,990	60,236
1970	28,236	34,168	62,404
1969	31,406	35,145	66,551
1968	32,504	34,679	67,183
1967	33,800	34,814	68,614
1966	34,750	34,970	69,720
1965	35,657	34,957	70,614
1964	36,333	35,449	71,782
1963	37,202	34,839	72,041
1962	37,645	34,207	71,852
1961	37,515	33,821	71,336
1960	37,610	32,959	70,569

TABLE 8

Total Student Enrollment in Birmingham Public High Schools: 1960 to 1973

YEAR	WHITE	BLACK	TOTAL
1973	7,206	10,816	18,022
1972	7,965	10,833	18,798
1971	8,714	10,469	19,183
1970	9,169	9,939	19,108
1969	10,043	9,708	19,751
1968	10,055	9,147	19,202
1967	10,109	9,044	19,153
1966	10,324	8,905	19,229
1965	10,470	8,723	19,193
1964	11,383	9,322	20,705
1963	11,643	8,965	20,608
1962	11,368	8,327	19,695
1961	10,894	7,869	18,763
1960	9,900	6,641	16,541

TABLE 9

Total Student Enrollment in Birmingham Elementary Schools: 1960 to 1973

YEAR	WHITE	BLACK	TOTAL
1973	13,728	23,091	36,819
1972	15,694	23,607	39,301
1971	17,532	23,521	41,053
1970	19,067	24,229	43,296
1969	21,363	25,437	46,800
1968	22,449	25,532	47,981
1967	23,691	25,770	49,461
1966	24,426	26,065	50,491
1965	25,187	26,234	51,421
1964	24,950	26,127	51,077
1963	25,559	25,874	51,433
1962	26,277	25,880	52,157
1961	26,621	25,952	52,573
1960	27,710	26,318	54,028

A final point to consider here is the issue of faculty reassignments. Table 5 (see chapter 1) indicated that in the last school year of Freedom of Choice, 1969-70, there were 23 Black teachers in predominantly White high schools and 25 White teachers in predominantly Black high schools; in addition, there were 103 Black teachers in predominantly White elementary schools and 51 White teachers in predominantly Black elementary schools. The school board, in its effort to integrate faculties under the unitary plan, attempted to place equal ratios of Black and White teachers in each school. (See Appendices G and H). An absolute equal racial ratio has not been realized but the movement toward its achievement has been positive over the four years of the current plan (See Appendix I for student and teacher membership counts from 1970-71 through 1973-74 according to school).

Table 10 shows the number of White and Black teachers employed at the elementary and secondary levels since 1970-71.

TABLE 10

Number of Black and White Teachers 1970-71 to 1973-74

	High School		Elementary School		Total		Grand Total
Year	Wht.	Blk.	Wht.	Blk.	Wht.	Blk.	
1970-71	440	407	735	808	1,193	1,215	2,408
1971-72	439	425	726	744	1,232	1,199	2,431
1972-73	430	421	762	764	1,192	1,185	2,377
1973-74	438	415	687	742	1,125	1,157	2,282

The above table indicates a relatively stable ratio, nearing the goal of employing 50% of each race. Over the four years we see that at the high school level there has consistently been more White than Black teachers and the reverse has persisted at the elementary level.

CHAPTER III

Process Leading Toward Implementation

The school board appointed committees to articulate the desegregation plan to the community. Community leaders, administrative and faculty personnel served on all the various committees. It was reported that the community leaders went to all sections of the city to hold "Rap-Sessions" with the people in the various neighborhoods. In many instances this approach helped in the transition to desegregation.

Local newspapers, churches and civic organizations pitched in and supported the implementation of the desegregation plan. The Black newspaper strongly supported the move; while the White press was favorable, it justified its stance by proclaiming that such was the law and it must be complied with. It was reported that many potential problems were squelched by this same rationale. In essence, desegregation would be put into effect in spite of protests, such was the law.

It is essential to understand the importance of the prevailing notion that there was no alternative to the desegregation plan - compliance was the only option. In the absence of alternatives, those who were dubious and potential agitators remained neutral and no significant issues arose to be used as a vehicle around which to rally opposition.

In the phases of information giving and preparation of the community, staff, and students there was an absence of community involvement. Decisions and plans were set at the highest level and all information was released internally; there was no external input.

Preparation of Staff, Students and Community

To properly service the faculties, staffs, students and parents of a community and system this large in preparation for desegregation is obviously a task of monumental proportion. In the discription which follows of the human relations program that was implemented, the reader will see that too few were directly effected. Federal aid was granted to help carry out the human relations activities. (A time chart identifying the activities that were proposed and implemented during 1970-71 follows).

The pre-desegregation in-service human relations training involved individuals from four population groups and was held during June of 1970. Consultants from Auburn University helped in the design and implementation of these workshops.

The first training program included approximately 125 principals, supervisors and program directors. These individuals were exposed to group techniques and worked toward the identification of potential problems and a means to deal with such problems. (See Appendix J-1 for an outline of activities).

eptember unds onsultant Fee $50.00	1. The Director and Associate will work with faculties helping them solve problems related to desegregation 2. The Director and Associate will prepare ITV programs to be used in inservice training sessions in individual schools. Consultant fee will be needed when outside expert is needed to supply content. Much of the content will come from video tapes made during the several summer workshops.
October Funds Needed 8,100 3,000 1,500	Items 1 and 2 above will be continued. 3. Workshop for 500 SLG's and 40 FACS - to report progress and set new goals. 5 hours - Saturday - stipend $15 per participant 4. Workshop for 200 teachers not included in previous workshops. 5 hours - Saturday - stipend $15 per participant 5. 100 teachers to visit in "good" minority-majority teaching situations. $15 per day needed to pay substitute for teacher making visit.
November $50 consultant fee 6,000 1,500	Items 1, 2, 4 and 5 will be continued. This month:there will be 2 item 4 workshops this month.
December	Item 1 will be continued this month
January $50 6,000 1,500	Items 1, 2, 4 and 5 will be continued. There will be 2 item 4 workshops this month.
February $50 3,000 1,500	Items 1, 2, 4 and 5 will be continued.
March $50, 3,000, 1,500	Items 1, 2, 4 and 5 will be continued.
April $50,8100,3,000,1,500	Items 1, 2, 3, 4 and 5 will be continued
May $50	Items 1 and 2 will be continued.

The second in-service program included approximately 500 staff members from the 89 schools; they were designated as the School Leadership Group and charged with the responsibility of coordinating human relation programs at the building level. (See Appendix J-2 for an outline of activities).

A third workshop was designed for 100 high school students representing the 13 high schools. This workshop was directed toward the development of activities to facilitate interracial understanding. Some were: a plan for welcoming and orienting new students; making posters and slogans, writing songs, poems and jingles to create better interracial understanding among students. (See Appendix J-3 for an outline of workshop activities).

A final workshop was conducted for approximatley 200 P.T.A. members and P.T.A. council officers. These sessions were oriented toward learning to work together, how to prepare communities to accept change, strategies for breaking down racial barriers, and exposure to teachers who had made a successful transition in schools where they represented a minority. (See Appendix J-4 for an outline of workshop activities).

A final pre-school activity in human relations was conducted in August, 1970. Over a five day period programs were conducted in individual schools. The nature of these activities varied according to the preferences of the leaders at the building level. (See Appendix J-5 for an outline of professional activities).

CHAPTER IV

Programs and Practices Incident to Desegregation

As discussed in the second chapter, the primary goal in Birmingham was to develop a unitary school system. This included a plan to 1) zone students so that practically all schools would be desegregated, 2) reassign teachers so that approximately a third of each faculty would be represented by the racial minority (either Black or White), and 3) that all student activities, clubs and athletics would be a a unitary offering.

As a consequence of devising attendance zones nine formerly all Black schools were closed, eight elementary and one high school. For the most part those schools were the smaller ones that had serviced the small pockets of Blacks living adjacent to White neighborhoods. However, since 1970 two of those schools have been reopened due to an annexation and population shift.

The vast flight of Whites to the suburbs and the enrollment of others in private schools has already been described and illustrated by a table showing student enrollment by race since 1960 in Chapter II. Also, Appendix I shows enrollment by race since 1960 in Chapter II. Also, Appendix I show enrollment figures by school since the inception of the unitary plan. The obvious question is: To what extent are the Birmingham Public Schools now desegregated? Table II indicates student enrollment figures taken from an attendance report of October, 1973.

TABLE 11

Black Enrollment in Birmingham Public Schools by Percent: October, 1973

	Number having Black Students enrolled within the Indicated Percent Ranges	
Percent Range	High Schools	Elementary Schools
0-25%	2	20
26-50%	2	12
51-75%	4	4
76-100%	5[1]	42[2]

1. Two had 100% Black enrollment.
2. Twenty-one had 100% Black enrollment.

Since twenty-three schools have all Black enrollments we find that 25% of the schools are not desegregated, thus, in a technical sense,

Birmingham is a partially desegregated school system. The above mentioned reasons, White flight and private schools, accounts for much of this 25%. In addition, remember that three-quarters of the city housing is involved in a transition phase where Black families are moving into formerly White neighborhoods. These facts are included without the intent of either indicting or justifying the large percentage of all Black schools, but to indicate that mobility seems to be such a factor at present that the school board is rendered unable to desegregate all schools through a zone plan. In any event, the dual school system ceased to exist in 1970-71. However, the table indicates a better representation of racial distributions at the elementary level, perhaps due to their being more conveniently located than the high schools. Whereas 59% of the elementary schools have more than a 50% Black enrollment, 69% of the high schools have more than a 50% Black enrollment. Recall that it is possible for a high school student to transfer to a school out of his zone if it offers a curriculum that is not offered in his zoned school. Another means employed to obtain a transfer is for the parents to obtain a medical or psychological recommendation that their child's physical or emotional health requires that he/she be placed in a different school.

Administration and Faculty Ratios

As mentioned in Chapter II, Birmingham chose to assign faculty members at equal ratios in each school. Table 10 clearly indicated an unequal but positive effort at achieving this goal. In many instances there is an uneven assignment of teachers at the various schools. When such is the case an effort is made to comply with the policy of filling the odd position with a teacher of the same race as the majority of students at that school. Teacher enrollment figures from 1973-74 indicate that this policy is probably followed at the elementary level but not at the high school level. It was indicated that in instances where teachers were needed in special academic areas, but no acceptable applicant was available from the preferred race, exceptions were made. It was reported that this had presented no problems. Principals are assigned to schools based on their being of the same race as the majority of the students; so are clerical workers. Although some principals resigned, this act created no problems or loss of jobs. No data was secured that permitted us to verify that all principals are currently assigned according to the policy statement.

Up to the time of the move to a unitary school system there were no minority assistant superintendents, just a Director of Negro Schools. Currently there are a few at the assistant level and in supervisory positions. No specific data is available.

When teachers were reassigned a few never reported to work while others reported to their former schools. Since there was no way to legally contest the reassignments most reported to their new assignments within a few days. Some teachers who proved it a hardhsip were reassigned, usually to a school where they were in the racial minority. Transfers were allowed if the teachers would accept assignments to schools where they would be in the minority. Attrition has been no problem as there are plenty of applications on file at the personnel office.

Although we, as a research team, cannot report on the equity in reassigning teachers based on an equal distribution of quality throughout the system, we can report that in one all Black elementary school that we visited all the seventh and eighth grade teachers were social studies specialists. Whether this was an exception or a frequent practice was undetermined.

Grouping Patterns

Grouping patterns were observed in several ways. In-class observations allowed us to count the enrollment by race, and interviews with teachers, students, principals and counselors permitted us to ask if students were ability grouped and whether they were allowed to choose their courses at the high school level.

At the elementary school level 29 teachers and 9 principals were interviewed. Amazingly, 77% of the teachers said ability grouping was utilized, only 22% of the principals admitted to this practice. The teachers said that they grouped children most often in reading and less frequently in math. Primarily, the basis for grouping was the use of scores from standardized achievement tests. Those teachers who did not group students were generally first grade teachers. A few, as well as most principals, said that ability grouping had been used previously but had not seemed to serve a useful function and had been discontinued.

What could have been a reason for the above discrepancy lies in how teachers and principals might have interpreted the term ability grouping. Our observations generally indicated a good mixture of students in classrooms, racially. Perhaps students are assigned to classrooms hetergeneously by the principal but the teachers group within this general heterogeneous assignment for particular subjects.

Seventh and eighth grade students in the elementary schools take subjects just as high school students do. Although their math and reading teachers generally refer to each class as having relatively higher or lower abilities, they tend to view the students as having a rather heterogeneous pattern of abilities. At this level the students have no choice of courses, all are required and the curriculum is not diversified.

Table 12 shows the number and percentages of Black and White students in the elementary classes we observed. The figures reflect the students present in each classroom during our observations, not the total enrollment figures. Only twenty classrooms are included; two schools, one with an all Black and the other an all White enrollment, are omitted. Thus Table 12 includes observations in 7 elementary schools across most grades. Notice that the ratios of Black and White students vary a great deal but reflect the microcosm of racial distributions we chose in our sample.

At the high school level all schools used a type of ability grouping known as tracking. However, tracking was more in terms of offering curriculum that was appropriate for each of the three diploma programs - Academic, General and Business. The general opinion was offered that most

TABLE 12

Racial Distributions of Elementary School Classrooms Observed

Grade Level	Total No. Students	No. White Students	Percent White Students	No. Black Students	Percent Black Students
2	14	0	00%	14	100% (A)
2	21	5	24%	16	76%
2	20	15	75%	5	25%
3	21	4	19%	17	81%
3	30	17	57%	13	43%
3	21	5	24%	16	76%
4	18	17	94%	1	16%
4	24	14	58%	10	42%
4	25	11	44%	14	56%
5	21	6	29%	15	71%
6	28	22	79%	6	21%
6	25	18	72%	7	28%
7	20	10	50%	10	50%
7	22	6	26%	16	74%
7	24	11	46%	13	54%
8	26	15	58%	11	42%
8	21	9	43%	12	57%
8	25	5	20%	20	80%
Sp.Ed.	13	10	77%	3	23%
Sp.Ed.	10	6	60%	4	40%

(A) This class was for low readers in a 76% Black School.

students entered high school with an understanding of which program they would eventually enter based on their awareness of their abilities. The ninth grade served as a final opportunity for students to recognize their abilities and make a decision as to which diploma program they would pursue. Since students are enrolled in English and Math classes at the ninth grade level according to achievement test scores and teacher recommendations, it would seem that those wishing access to the college preparatory program are predetermined to a great extent prior to the tenth grade in that they have been placed in classes deemed commensurate with their ability. There is much research evidence that suggests students become aware of and internalize feelings of academic ability from the level of their placement, thus many must be locked into the general or business programs during the ninth grade. The term tracking is applied with reference to the three diploma programs in that the curriculum content varies with each program and is designed to correspond to the substance required for focus in each.

One of the high schools we visited had an approximately 50/50 racial ratio, one all Black and one 95% White. Since observations and information collected in the two latter cases were devoid of racial findings they are excluded in the remainder of this discussion.

In the high school with an approximately equal racial distribution it was found that an estimated 20% of the students were in the business program, 50% in the general program and 35-38% in the academic program. Some estimates obtained through interviews suggested that no more than 5% Black students are in the academic curriculum. Also classes in ROTC and food are almost all Black while classes in Trigonometry, Physics and Chemistry are almost all White. Interview data also indicated that there are more Blacks in basic courses (general curriculum) than Whites.

Given the above information we can conclude that by a process of selection through the use of grouping, Black students are disproportionately placed in lower tracks and remain there, at least in this school. And also, being aware of their placement in lower tracks, Black students select a general or business program. Such a procedure is doing very little to offer Black students an opportunity to experience an education that would encourage them to seek access to vocations offering the material comforts and rewards associated with middle-class American ideals.

We must also conclude that the five classrooms we visited in this high school were filled with students in the general program (see Table 13 below), based on the percentages of Blacks and Whites observed.

In our observations of general classroom seating arrangements we found that Black and White students were not segregated. However, in the few classrooms where we observed reading groups (primarily at the elementary level) we saw much evidence of resegregation.

It should be noted that disproportionate racial representation in higher and lower tracks and in reading and math groups does not seem to be intended as an act of resegregation. Similar procedures were followed

TABLE 13

Racial Distributions of Students Observed in One Integrated High School

Class	Total No. Students	No. White Students	Percent White Students	No. Black Students	Percent Black Students
Eng. Lit.	24	9	37%	15	63%
Soc. Stud.	26	15	58%	11	42%
Geometry	27	14	52%	13	48%
Algebra	17	9	53%	8	47%
Library(A)	23	9	39%	14	61%

(A) For our purposes the library is a learning setting equivalent to that of a classroom. The significant observation here was that all of the students had completely segregated themselves by race in their seating and interaction.

in schools having all Black and all White student bodies.

CURRICULUM

In the area of curriculum modifications, which accompanies desegregation, there was no apparent structure nor were guidelines provided. There was marginal evidence of supplying texts with multi-ethnic characters and themes and a few high school courses were primarily oriented toward Black History. Two observations of critical importance were made at the elementary level. (1) There is a tremendous disparity across schools in the quality of facilities and instructional materials; for the most part textbooks are very old. It seemed that the greater the minority enrollment the greater the disparity. The superintendent, who is relatively new, recognizes this problem and is aware of the fact that there is a disparity in the allocation of funds. (2) Such contrasts, as mentioned above, are permitted with relative frequency because, in general, elementary schools in Alabama are not required to be accredited by a regional evaluation association. However, a movement toward accreditation is now in progress. In order for the elementary schools to meet the requirements of the accrediting board, all must pass minimal standards in terms of instructional supplies and materials, in-service plans, long range educational goals, staff development, adequate space for maximum enrollment, etc. By undergoing the process of accreditiation the elementary schools will have to meet acceptable standards and thus upgrade the overall level of their quality. Therefore, an equalizing effect will have to come and funds will have to be allocated on a needs basis.

EXTRA-CURRICULAR ACTIVITIES

Participation of Black and White students in extra-curricular activities was examined at the 7th, 8th and high school levels. All data collected

through interviews with students, teachers and principals. Thus the following description is impressionistic rather than absolute.

At the elementary school level the only activities identified were sports related, with the exception of class elections reported in one school. In the case of the latter the principal decreed that class officers would be racially mixed. The general feeling was expressed that more attention should be given to establishing activities that promote social experiences for Black and White children.

The extent to which school athletic teams played each other was approached ambiguously. It seems that teams do play each other on an interschool basis but this program is more related to initiation at the building level than as a result of central administration policy or planning. There are no elementary school football teams. These are provided through the Parks and Recreation program. It was interesting to note that in two schools having a 55% White enrollment one had two Black and the other had three Black members on the basketball team while in a 55% Black school there was only one White basketball team member. This observation reflects the trend in schools having more or less of one race than the other with regard to basketball. Track teams are racially mixed. Soccer and badminton are predominantely White. One school having a 55% White enrollment had no Blacks on the softball team. Another school having a 55% White enrollment but a Black female coach had very few White girls on the volleyball team.

Our observations and interview data suggest that the majority race predominates athletic teams and the race of the coach also has a great influence on a team's racial make-up.

In the high school having less than 5% Black students the following was reported. There are no Blacks on the basketball or football teams. There are no Black cheerleaders. The track team has a few Black members. It was indicated that a few Black boys went out for basketball but didn't make the team. There are a few Black students on the yearbook committee and in the dramatics club. Also, a few Blacks are on the Teen Board - a cooperative program where students work and model clothes in department stores. Another finding was that no Black students hold a student council office or are officers in clubs.

Reporting or extra-curricular activities in the high school with an approximately 50/50 racial distribution (actually more Blacks than Whites) should be prefaced by stating that one should not generalize the following findings to other integrated high schools in Birmingham as they differ greatly in their demography. This school, for example, was formerly all white and has made a transition from having a highly regarded academic reputation to one having a qualitative reputation below the mean. Many Black families have moved into the school zone while the poor White families have remained. Thus the economic strata in this school population is predominately representative of the lower-middle income level.

This high school has a Black student body president. Clubs, organizations and athletic teams that are racially mixed included the Y-Teen group, Driver Education Club, Cheerleaders, Rocket Club, Junior Red Cross (officers

mixed also), Choir (mostly White), ROTC (70% Black but has White officers), Honor Society (2/3 White), Shop Club (mostly White, an unusual finding), Drama Club (predominantly Black), football and baseball teams. The Pep Club and basketball team are all Black.

Social and Friendship Patterns of Faculty, Staff, and Students

Data reported in this section gleaned from interviews with principals and teachers. Interview leads only required the respondents to express their perceptions. It should be noted that the data pool was comprised of 12 principal interviews and 40 teacher interviews.

Student Interaction

At the elementary school level the principals' impressions greatly coincided with our observations; namely, that children mixed well in the classrooms and on the playground but not in the cafeterias. The following are some examples of typical responses:

> "Kids don't even think Black and White this year." and
> "They may segregate in the cafeteria, but they do intermis on the playground."

Principals' observations at the two desegregated high schools follow:

> "Almost no mixing extra curricularly" (attributed to the fact that Blacks have not chosen to participate). and "I'm especially proud of the way students here basically conducted themselves and the way they get along."

The 29 elementary teachers tended to give positive comments on the student's interaction. However, as a whole, their observations did include a wide range of responses. The comments cited below illustrate their answers; and it should be noted, there was no tendency for Blacks or Whites to express any point of view that could be attributed most often to either race.

> "I see Blacks and Whites walking down the hall together."
> "White children will nominate Black children for class offices but the reverse is not true."
> "Some White boys imitate the dress style of popular Black boys."
> "This week is 'Good Citizen Week'. My class elected a Black girl and a White boy."
> "The students interact quite well. Black students argue a lot among themselves. White students occasionally call the Blacks 'nigger'."
> "Children play together and eat together."
> "Small children bring prejudices from home. Many White children don't want to play with Black children."

Teacher opinions at the senior high level seemed to be more positive, and general in content. They made comments such as:

"They group themselves along racial lines but they get along very well."
"Student interaction is good and very much improved."
"There are always exceptions but students get along well in this school. However, they tend to polarize themselves."

To summarize, with respect to our sampling of teachers and principals from a few schools, it appears that students do interact in the classrooms and on the playgrounds better than in the lunchrooms. And at the social level they tend to group among themselves. It was reported that more open expressions of prejudice appear at the earlier grades as a result of home prejudice being brought to school. And everyone seemed to feel that racial interaction has continued to progress in a positive direction; however, it is noted that the word friendship was excluded from the comments offered in response to patterns of racial interaction among students.

Staff Interaction

With only a few exceptions almost all principals and teachers felt that racial interaction among staffs was good in the respective schools but that such interaction did not extend beyond the school itself. It was reported that in one school there had been family parties including both races and mixed baby showers. At their assigned schools teachers are reported to work well professionally, but at two of the buildings Black and White teachers have gradually come to use separate lounges. Only one interviewee indicated that teachers in her school had little professional interaction. It is apparent that although more than 95% of the principals and teachers viewed staff relationships as good there is a great deal of variance expressed in the content of the word good. Our impression is that Black staff are more willing to extend the current status of racial interaction than are the Whites, and as a result of the present conditions Blacks seem more uncomfortable and disenchanted with the nature of the interaction.

It was also learned that for the most part teachers and students of the same race tended to have better interaction than cross-racially.

In addition to asking about staff interactions, principals and teachers were asked what their schools do to promote racial interaction among themselves and students. A vast majority said their schools did "nothing." A few suggested that racial interaction took place through athletic teams and clubs which had been in existence before desegregation. Only one school indicated that through assemblies directed toward the theme of character building had there been any such efforts, and this at the student level. An additional few indicated that interracial relations should develop through experience and that intentionally designed programs are often counterproductive.

Equality of Student Discipline

Since an important aspect of equality of educational opportunity is that of the right to be treated equally as human beings, the study team sought to collect the impessions of advisors, principals, teachers, counselors and

students relative to the consistency or inconsistency of disciplinary measures as applied to students of each race.

It is noted that the boy's advisor in the most integrated high school of our study stated that one more White than Black student had been suspended during the school year. This information was not collected at the elementary school level.

It seems that there are no specific guidelines or codes of student conduct established for the entire system. Therefore, varying degrees of conduct codes exist among the schools. As a consequence of desegregation administration of corporal punishment has become a system-wide policy. That is, only principals may administer paddlings at the elementary level, no longer are teachers able to render this type of punishment. At the high school level the boy's advisors are given the same authority.

Teachers on Discipline

Teachers were asked whether discipline and conduct codes were applied consistently across races.

In all instances the high school teachers felt that students were treated equally and fairly (this applies in both Black and White teacher interviews). At the well integrated high school teachers indicated that discipline problems were sent to the student advisors; problems are not racial, fights most often occur within races; and older students create more problems. In the predominantly White high school, teachers commented that treatment of students is fair; discipline codes are applied equally; the degree of discipline depends on the incident, e.g. boys are suspended for smoking, girls are usually given detention for the first offense; vandalism and heavy drugs are usually the biggest problem with White boys; discipline is primarily left to the classroom teacher, then to the student advisors, and at the highest level to the principal; Black students present no unusual problems. At the all Black school teachers reported the following: discipline problems tend to be personal, not racial, e.g. Black students who give trouble to White teachers also give trouble to Black teachers; sometimes White teachers have discipline problems with Black students; and, if White teachers are too nice they have difficulty disciplining Black students.

Some random samples of teacher comments on student discipline at the elementary school level follow: "White teachers have difficulty in disciplining Black kids," "There is too much favoritism for Blacks," "Not much of a problem for me, but problems with discipline have increased since corporal punishment was forbidden," "White students require direct, immediate attention...Black students need a lot of help in coping with home problems," "Discipline is more difficult with Blacks. I can't compensate for home instilled behavior."

Counselors on Discipline

Counselor responses are only represented at the high school level

as there were no elementary counselors in the schools the study team visited. Comments showed little variance across schools. Some were: "Blacks feel Whites get preferential treatment in terms of discipline," "There are few racial problems," "The ninth graders seem to have an adjustment problem," "There are no problems between students and teachers - not even White teachers and Black students. I have not seen White teachers afraid of Black students," "Drugs predominate in this area."

Students on Discipline

A group of Black and White students in each of the three high schools and in two of the elementary schools were asked whether rules and discipline were equally enforced at their respective schools. In general the students indicated equal treatment. However, views were not always consistent. The high school students gave the following responses: "Black students get away with stuff the White kids would be suspended for, e.g. fighting in the cafeteria," "Drugs is the biggest problem and it's getting worse," "Advisors should advise not give out discipline," "There are quite a few pregnant girls and pot smoking, but the situation is getting better than last year," "A few Black and White teachers have problems disciplining students, it's an individual teacher thing."

Students interviewed in the elementary schools gave answers similar to those of the high school students - when asked about equality of discipline they tended to talk about behavioral problems more than the disciplinary action. Some examples of their responses follow: "There are some Black-White fights but they're not racial fights," "Both the Black and White students call each other names but Miss "Smith" makes them apoligize," "There are lots of fights between Blacks and Whites," "Some Black students say that White teachers are always hollering at Blacks - But that is not true."

Advisors on Discipline

Boys' and girls' advisors in each of the three high schools were asked about the nature of discipline administered to the students and their view of how fair such disciplinary actions were received by students of both races. Some responses follow: "This year I get a lot of cooperation from Black students, they accept their punishment alone with everyone else. Last year they were looking to see if they were going to be treated fair," "The major discipline problems have to do with students cutting classes, or being considered insubordinate to teachers. There are constant comments about a child being disrespectful over very minor affairs. Teachers seem to push too hard on insignificant issues," "Truant cases are the greatest problem," "The students don't care for science and English and take it out on these teachers. In the science department the problem is mostly between the Black students and the White teacher," "The major problem is that the Black girls are belligerent and the matriarchial system is the cause," "This year we can talk about problems without it being racial."

Principals on Discipline

The following are examples of typical comments by principals on stu-

dent discipline. They are so homogeneous that it is not necessary to separate responses of elementary school principals from high school principals. "Discipline is nondiscriminatory. The girls are more of a problem than boys. Black girls are less submissive than White girls. The majority of the problems are non-racial fist fights, Black on Black and White on White. Mixed fights don't appear to be over racial matters," "Major discipline problems result from outsiders, 18-21 year olds, who are not in school. There is a problem in not being able to police the grounds," "My biggest problem is class-cutting. My teachers are becoming too lax and not caring about the whereabouts of kids," "Not only is it true that many Whites cannot handle Black kids, but it is also true of Black teachers. However, I do think that more Whites have that problem than Black teachers," "The major problems are cutting class and smoking cigarettes, there is only a trace of drugs and drug problems are not a concern since it doesn't happen on school property," "Most of my problems are trifleness, like talking in class. And most problems came from kids just moving into the district. One or two teachers have sent disproportionate numbers of Blacks in for misbehavior. I talked to the teachers about it," "We have no big racial problems as far as integration. I'm determined that children treat each other with respect. I'm a Christian and I demand that everyone be treated with respect," "We do have some problems...I believe in building a behavioral contract with a child after talking to that child. On the third time the child is brought into the office, he gets paddled. We will refer the child to the Board only in extreme cases. Visiting teachers are usually very effective."

SPECIAL FUNDED PROGRAMS

Special funds were provided for the human relations training program for the 1970-71 school year which has been described elsewhere in this study.

In addition, Birmingham Public Schools receives Title I funds to support educational programs directed at children with special educational needs. On page XXXIV and XXXV, the 1972-73 report, submitted by the Birmingham School District, is provided to describe the nature of those services provided with Title I funds. If other specially funded programs exist within the district they were not identified.

Student Achievement

The recent past has produced evidence that many factors other than innate intellectual potential influence student's performance on standardized achievement tests. Page XXXVI represents an example of how one educator in Alabama has attempted to account for some of these "other" variables when comparing Alabama student achievement results with that of the national norm sample. Note that four variables control economic status while the other accounts for the ratio of Whites and Blacks. It is well known that income level of individuals and communities is highly related to social status and opportunities for upward mobility; also,

SUMMARY REPORT OF TITLE I PROJECT, ESEA, P.L. 89 - 10

1972 - 1973

Name and address of Local Educational Agency

Birmingham Public Schools

2015 7th Avenue, North

Birmingham, Alabama 35203

Telephone number:

323-8521

Ext. 245-246-247

Brief Title: Services for Children with Special Educational Needs

Cost: $1,880,932.00

Number of Participants: 8,374

Grade Levels Included: K - 11

Brief description of approved Title I activities designed to meet the special needs of educationally deprived children participating in this project:

Birmingham's Title I project is an umbrella type program with a number of different components designed to meet needs of pupils from pre-school through eleventh grade high school. Though the various component parts differ specifically in emphasis and in techniques used to accomplish their particular purposes, they share a common two fold goal of enabling disadvantaged learners to acquire and improve academic skills and to develop habits and attitudes needed to cope more effectively with everyday problems.

During the 1972-73 school year, 20 kindergarten classes, each staffed by a certificated teacher and an aide, enrolled 371 pupils. At the end of the year, scores on the Metropolitan Readiness Test fell in the A-C categories for 63% of the pupils.

Readiness classes developed for the immature 6-year old child provide a year of experiences and activities designed to "ready" the child for the formal first grade the following year. 381 pupils were enrolled in 25 classes. End of year testing, using the Metropolitan Readiness Test, indicates that 86% of the children had scores falling in the A-C category and on this basis should be successful in first grade.

The developmental reading program in which 4043 pupils from grades 2-8 participated supplements the regular reading program and provides an opportunity for poor readers to have individualized instruction at their own reading level. The 51 teachers located in 52 schools have an average load of approximately 80 pupils who are seen in groups ranging from 10 to 20. Pre and Post testing using appropriate forms of the Metropolitan Reading Tests show a mean gain for all pupils of .9 in Word Knowledge, 1.0 in Reading and .9 in Total Reading. At the high school level, 663 pupils were enrolled in grades 9-11. Extremely disabled readers, with long histories of frustration and failure, 410 of this group present for Pre and Post testing began the year with a mean grade score of 4.8 in Vocabulary (California Test of Basic Skills) and 4.6 in Comprehension.

End of the year mean scores were 5.3 and 4.8 respectively. Progress as measured by achievement tests has been poor. However, data included in case studies written by teachers, and questionnaires completed by students, reflect changes in attitude which are significant but which cannot be measured objectively. 650 9th and 10th grade pupils in 5 schools were enrolled in the Writing Lab Program. Progress as reported by pupils and teachers was significant. Skills developed in the Writing Lab enabled pupils to meet subject matter requirements in other areas more effectively, thus improving grades and attitudes toward school and learning in general.

The Basic Skills program provides a "growing place" for boys and girls lost and stunted in the regular classroom who have more than the average number of learning, emotional and/or social problems. These youngsters get individual help in basic reading, numbers, and communication skills for approximately one-half day in the Basic Skills room. The remainder of the day, they "travel" with their peers and another group of disadvantaged problem learners come to the Basic Skills room. This year 570 pupils in grades 1-8 participated in this program in 18 schools. The mean gain in Total Reading for 313 students in grades 3-8 present for Pre and Post testing using CTBS, was .7.

Mathematics improvement is a goal in the Basic Skills program at elementary level and in the Mathematics program in high school. The mean grade score gain in Total Arithmetic (CTBS) for 304 Basic Skills pupils in grades 3-8 was .6. 450 pupils in 6 schools, working with 6 teachers and 2 teacher assistants, participated in the high school math program. Students came to the Math Lab for assistance with work which they could not handle adequately in the regular Math class. Review, practice, reinforcement and support on an individualized basis enabled a number of these pupils to return to the regular class and perform successfully. A median raw score gain of 3.4 on Cooperative Arithmetic tests administered Pre and Post was reported at the end of the year.

PAL, a cross age tutorial program developed for pupils in grades 3-5 and staffed by 7th and 8th grade students working under the direction of 5 supervising PAL teachers serving 26 schools, enrolled 392 tutorees and 402 tutors. On Pre and Post testing, using the Slosson Oral Reading Test, the mean gain for tutorees was 1.1.

SOS, another cross age tutorial program in which older disabled readers helped younger disabled readers, thus differing from PAL, in which older able readers assist younger poor readers, enrolled 249 pupils, 131 younger and 118 older. Mean grade score gain on SORT at the end of the year for 100 pupils Pre and Post tested was 1.2 for the younger pupils and 1.0 for the older. Four teachers working in 8 schools served the pupils in this program.

Support personnel undergird and provide services to assist the various components of the program in reaching their goals. The elementary counselors working in 55 Title I schools, administered 5303 individual mental tests (495 Binet - 4808 Slosson). They reported having 2322 child conferences, 1119 parent conferences, and 3321 conferences with teachers. The two Title I nurses reported screening 1667 children for visual acuity. 781 hearing tests were given. They referred 118 pupils to clinics, made 53 follow-up visits and had conferences with students and teachers concerning student health problems.

More than one thousand contacts are reported for the two Title I visiting teachers. These contacts include initial and follow-up home visits, conferences with teachers and with pupils. In addition to working with attendance and conduct problems, the visiting teachers assisted poverty level families in securing food, clothing and transportation.

ALABAMA EDUCATION STUDY COMMISSION (AESC)

REPORT ON STUDENT PERFORMANCE AND PER CENT OF EXPECTANCY

Comments from Dr. B. D. Whetstone, as reported in the Birmingham News of 7/31/73:

While Dr. Whetstone was working on the AESC report, he attended several nationwide education conferences, at which considerable concern was expressed that achievement test scores are to a great extent a reflection of a person's economic and social background.

"The evidence was pretty strong that high test (scores) were made in school systems where the students were from families with higher economic and social status. In fact, the tests not only reflected what the schools had done but what the parents had done for the child."

Several states were building into the test scores socio-economic factors if they appeared to be affecting student performance. Whetstone became interested and decided to do the same for Alabama. "I boiled down from about twenty-five possible factors, five that definitely seemed to be influencing the Alabama scores. These included:

the wealth of the community, based on assessed evaluation of property;
the amount of income tax paid by the area served by the school system;
the percentage of the population earning more than $10,000 annually;
the percentage of the population earning $3,000 or less annually;
and the white-black ratio."

He used a mathematical formula to determine how much each factor reduced or increased test scores and came up with an "expectancy table," which showed how a school should be ranked in comparison with the national norm considering the number of strikes against it for attaining that norm.

Whetstone feels raw achievement test data often puts school systems "in a bad light when actually they are doing an extraordinary job, considering the odds with which they have to work."

"I think it's been conclusively proven that the schools can bring achievement test scores up only so far. The rest has to be done by raising the economic status of the community."

JKC
Guidance Dept.
B'ham Schools
August 1973

ALABAMA EDUCATION STUDY COMMISSION

STUDENT PERFORMANCE AND PER CENT OF EXPECTANCY

Based on 1971-1972 California Achievement Test Results

	READING			LANGUAGE			MATHEMATICS		
	Average Grade Level	Weighted Average Grade Level	Per Cent of Expectancy	Average Grade Level	Weighted Average Grade Level	Per Cent of Expectancy	Average Grade Level	Weighted Average Grade Level	Per Cent of Expectancy
4TH GRADE	3.8*	3.4	110*	4.2*	3.1	135*	4.1*	3.2	129*
8TH GRADE	6.7	5.7	118	6.5	6.0	108	6.7	6.5	103
11TH GRADE	9.2	8.3	111	8.4	7.6	111	8.6	8.1	106

*Average Grade Level and Per Cent of Expectancy for the 4th Grade not reported by the Alabama Education Study Commissic
Weighted Average Grade Level for the 4th Grade for 1971-1972 was reported by the AESC.
Average Grade Level for the 4th Grade is based on the April 1973 California Achievement Test results and was furnished by the State Department of Education.
Per cent of expectancy for the 4th Grade was computed by using the April 1973 achievement test results reported by the SDE and the Weighted Average Grade Level furnished by the AESC.

especially in the Southern region, that traditionally the color of a man's skin has imposed a great inhibiting impact on his economic and social opportunities. Therefore, the following page should be considered with a respectful regard for its validity when looking at Birmingham Achievement scores.

It has already been described that Birmingham has a reasonably good municipal income in spite of a vast exodus of upper income White families, that many White children in Birmingham attend private schools, school funds are unevenly allocated, and that the city is becoming heavily populated with minority citizens. Given these conditions one could easily predict that as a whole student achievement is below the national norm, and that within the city itself the predominantly Black schools would yield lower achievement results than predominantly White schools.

The second insert indicates the expected performance levels of Alabama students on the California Achievement Test at the 8th and 11th grades, based on the results of the study reported on the page preceding it. For example, the national norm for 8th graders would be about 8.1 in Reading, Language and Mathematics subtests. However, for Alabama students the average norms on these three subtests are 6.7, 6.5 and 6.7. These figures indicate that, given the income and minority status of Alabama, Alabama students who perform more than one grade level below the national norm are still doing as well as could be expected given their status as citizens of Alabama.

A summary sheet is provided that shows the results of the 8th grade students on the Reading Comprehension section of the California Achievement Test taken in September of 1973.

Also included is a summary of all 8th grades showing the average of all subtests of the California Achievement Test by school and their rank compared to each other. These summaries were distributed to each elementary school. Upon close inspection one finds that the average of all subtests ranked from 1 to 20 is 9.20 to 7.17. These average results are higher than that expected of students in Alabama as a whole. Seven of these schools have all White enrollments, ten have more than 90% White enrollment, two have 80-90% White enrollment and one has a 70% White enrollment. Three of the all Black schools ranked from 29 to 39, the highest average being 6.50 which is about what is expected in Alabama. Eighteen other all Black schools and twelve having 90% or more Black enrollments ranked from 40.5 to 74 and had average results from 6.04 to 4.44. Clearly then, these achievement results indicate that greater percentages of minority students in schools is related to lower achievement. Information was not secured to suggest that family income levels are in fact highly related to the levels of students' performance although one could easily speculate that such is the case. Also, one could suggest that zoning has done litte to distribute students in a manner that has provided better educational opportunities for the poor and minorities. Two more observations can be inserted here: (1) The unequal apportioning of school budgets could be a factor that accounts for some of the lowest achieving schools being so equipped that the teaching materials are inadequate, and (2) as a number of minority persons indicated in interviews, that the best Black teachers had been assigned to predominantly White school and the poorest White teachers has been assigned to predominantly Black schools.

CALIFORNIA ACHIEVEMENT TEST, GRADE 8, SEPTEMBER 1973

AVERAGE OF SUBTESTS BY SCHOOL

The first column gives the name of the school. The second column is the average grade placement score of all of the subtest grade placements for each school: Reading Vocabulary, Reading Comprehension, Mathematics: Computation, Mathematics: Concepts, Language: Mechanics, Usage and Structure, and Spelling. The third column provides the rank of the school on the achievement test compared with other elementary schools in Birmingham.

National Norm: 8.1

Note: The average grade scores for Robinson School and Central Park School include the 8th grade enrichment classes in those schools.

School	Average of all Subtests	Rank
Arthur	7.37	13
Avondale	7.77	15
Baker	6.34	33
Barrett	6.80	25.5
Brown	7.91	12
Bush	6.85	24
Calloway	5.47	46.5
Center Street	6.04	40.5
Central Park	8.04	8
Christian	8.60	2
Comer	7.95	9.5
Councill	4.61	71
Curry	6.24	37
Davis	5.30	57
Dupuy	5.64	45
Eagan	5.47	46.5
Elyton	6.42	32
Fairmont	6.80	25.5
Fairview	7.81	14
Finley Avenue	4.80	66
Gate City	5.72	44
Gibson	6.60	28
Glen Iris	7.00	22
Going	8.41	5
Gorgas	6.31	35
Graymont	5.34	55
Green Acres	7.47	18
Hemphill	6.30	36
Hill	5.41	52
Holman	7.74	16
Hudson	4.81	65

BIRMINGHAM PUBLIC SCHOOLS
GUIDANCE DEPARTMENT

READING SKILLS OF EIGHTH GRADE STUDENTS IN THE BIRMINGHAM PUBLIC SCHOOLS AS SHOWN ON THE READING COMPREHENSION SECTION OF THE CALIFORNIA ACHIEVEMENT TEST

Date of Test: September 1973

National Grade Placement: 8.1

Mean Grade Equivalent of Birmingham City Students: 6.7

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The frequency distribution of scores made by 8th grade students in the Birmingham Public Schools on the Reading Comprehension section of the California Achievement Tests show that:

1. 71 percent, or 3,468 students, were reading below the national norm for 8th grade pupils.
2. 1,675 students, or 34 percent (more than one-third of the 8th grade students enrolled in the Birmingham Public Schools) were reading on a 4th grade level and below.
3. 9 percent, or 422 students, were reading at 8th grade level.
4. 21 percent, or 1,013 students, were reading above 8th grade level.

Total number of 8th grade students in the Birmingham City Schools who took the Reading Comprehension section of the California Achievement Test in September 1973, 4,903.

School	Average of all Subtests	Rank
Huffman	8.56	3
Inglenook	6.77	27
Jackson	5.22	59
Jones Valley	5.74	42.5
Kennedy	6.44	31
Kingston	5.32	56
Lakeview	6.20	38
Lee	7.12	21
Lewis	4.70	69
Lincoln	5.11	61
McArthur	5.40	53
McCaw	5.17	60
McElwain	9.20	1
Minor	7.17	20
North Birmingham	5.00	63
North Roebuck	7.93	11
Northside	4.07	75
Norwood	5.42	50
Oliver	5.74	42.5
Patterson	5.42	50
Powderly	5.02	62
Powell	5.37	54
Pratt	4.70	69
Price	7.37	19
Princeton	4.98	64
Putnam	8.47	4
Riggins	4.55	72
Riley	6.50	29
Robinson	8.16	7
Scott	6.04	40.5
Sherman Heights	6.12	39
Shields	5.42	50
Smith	7.95	9.5
South East Lake	7.69	17
Spaulding	4.70	69
Tuggle	5.28	58
Tuxedo	4.44	74
Washington	4.78	67
West Center Street	6.48	30
Whatley	4.50	73
Wilkerson	5.45	48
Wilson	6.88	23
Wright	8.17	6
Wylam	6.32	34

JKC
4/1/74

The following insert entitled, Comparison of Three Reading Programs Used in the Birmingham Public Schools, 1972-1973, gives a summary of first grade students' deviation IQ's and their reading achievement as measured by the Gates MacGinities Reading Test. Presumably, this summary is intended in some way to illustrate the effectiveness of the three reading programs, although the summary sheet fails to indicate such. It should be pointed out that those classes using the Ginn 360 program were from schools having a percentage of Black students ranging from 55% to 100%. According to the 8th grade results previously reported, these schools ranked from 38 to 57 as compared to other elementary schools. The classes using the Harcourt Brace program and having the highest IQ's and mean percentile reading score were represented by two all White, one 90% White, one 90% Black and one all Black school. The eighth grade rankings of the three predominantly White schools were 9, 11, and 18. Only one of the Black schools appeared in the eighth grade rankings and it was number 50. Those classes using the Scott Foresman series were also heavily weighted with White pupils, however, incidence of White pupils was less than in those classes using the Harcourt Brace program where there were five schools which were 70% or more White and three schools which were 80% or more Black. It appears that these IQ and achievement results probably are biased by economic and racial variables such that their comparison is useless in terms of evaluating reading programs.

All other achievement and mental abilities results are included in the following pages. Since they were given in each school in the district suffice it to say that these results reflect a 59% Black participation in the elementary grades and 69% Black participation in the high schools. As these results are reported well they can serve the role of being self-explanatory.

BIRMINGHAM PUBLIC SCHOOLS
GUIDANCE DEPARTMENT

COMPARISON OF THREE READING PROGRAMS

USED IN THE BIRMINGHAM PUBLIC SCHOOLS, 1972-1973

Reading Programs:

1. Ginn 360 Program
2. Harcourt Brace Bookmark Program
3. Scott Foresman System

Tests Administered:

1. Otis-Lennon Mental Ability Test, Primary II (for the first half of Grade 1), given in October 1972.
2. Gates-MacGinitie Reading Test, Primary A (for Grade 1), given first week of May 1973.

   Vocabulary, 15 minutes
   Comprehension, 25 minutes

Variables:

1. Quality of instruction (skill of teacher)
2. Background of students (readiness for 1st Grade)
3. Number of students in class
4. Test administration and scoring:
   a. Teacher preparation
   b. Accuracy in scoring and in converting raw scores

SUMMARY:

Name of Program	Number of Classes	Number of Students	Median DIQ* of Students	Median Composite Standard Score on Reading Test**	Mean Composite Standard Score on Reading Test**	%-ile for Mean Composite Standard Score
Ginn 360	11	294	87	41	42.1	21
Harcourt Brace	9	251	97	50	48.8	46
Scott Foresman	20	491	95	48	47.6	42

*Based on the Otis-Lennon Mental Ability Test
**Gates-MacGinitie Reading Test

CRITERIA FOR SELECTION OF LOCAL RIGHT
TO READ PILOT SCHOOL SITES

(1) Evidence that many students in the Birmingham Public Schools have a reading problem is shown by results of the city-wide testing programs. According to test scores, third grade students in May 1973 on the average were reading some seven months below the national norm; 11th grade students on the average in October 1972 were reading two years below the national norm.

Name of test	Grade	Date of Test	Actual Grade Placement	Grade Equivalent for Paragraph Meaning (or Reading Comprehension	Deviation from National Norm
Metropolitan Reading Test	3	May 1973	3.8	3.1 (Median)	-0.7
California Achievement Test	4	April 1973	4.7	3.6 (Mean)	-1.1
Stanford Achievement Test	5	April 1973	5.7	4.4 (Mean)	-1.3
Stanford Achievement Test	6	April 1973	6.7	5.2 (Mean)	-1.5
Stanford Achievement Test	7	April 1973	7.7	5.9 (Mean)	-1.8
California Achievement Test	8	Oct. 1972	8.1	6.7 (Mean)	-1.4
California Achievement Test	11	Oct. 1972	11.1	9.1 (Mean)	-2.0

BIRMINGHAM PUBLIC SCHOOLS
GUIDANCE DEPARTMENT

RESULTS OF

METROPOLITAN READING TEST

THIRD GRADE

SEPTEMBER 1972 AND MAY 1973

NUMBER TESTED		NATIONAL NORM GRADE PLACEMENT		BIRMINGHAM MEDIAN GRADE PLACEMENT		DEVIATION FROM NATIONAL NORM		GAIN
Sept. 1972	May 1973	Sept. 1972	May 1973	Sept. 1972	May 1973	Sept. 1972	May 1973	
3,980	4,382	3.0	3.8	2.4	3.1	-0.6	-0.7	0.7

Fall Testing — In the first quartile (bottom 25%) 995 students were reading at 2.0 grade level and below; in the third quartile (top 25%) 995 students were reading at 2.9 grade placement and above.

Spring Testing — In the first quartile (bottom 25%) 1,095 students were reading at 2.5 grade level and below; in the third quartile (top 25%) 1,095 students were reading at 3.8 grade placement and above.

READING SKILLS OF FOURTH GRADE STUDENTS IN THE BIRMINGHAM PUBLIC SCHOOLS

As Shown on the Reading Comprehension Section of the California Achievement Test

Date of test: April 1973

National Grade Placement: 4.7

Mean Grade Equivalent of Birmingham City Students: 3.6

The frequency distribution of scores made by 4th grade students in the Birmingham Public Schools on the Reading Comprehension section of the California Achievement Test shows that:

1. *60 per cent, or 2,685 students, scored below the national norm for 4th grade pupils.*

   1,514 students, or 34 per cent of the total number of 4th grade pupils who took the test, scored 2nd grade or below on the test.
2. *15 per cent, or 678 students, scored at the 4th grade level.*
3. *25 per cent, or 1,097 students, scored above the 4th grade level.*

Total number of 4th grade students in the Birmingham City Schools who took the Reading Comprehension section of the California Achievement Test in April 1973: 4,460.

FREQUENCY DISTRIBUTION OF SCORES

READING COMPREHENSION SECTION OF THE CALIFORNIA ACHIEVEMENT TEST

Birmingham Public Schools

FOURTH GRADE, APRIL 1973

Frequency distribution of scores, showing the number and per cent of students scoring at each grade level:

Grade Level	Number of Students	Per Cent of Students
Below 1st Grade	52	1
1st Grade	320	7
2nd Grade	1,142	26
3rd Grade	1,171	26
4th Grade	678	15
5th Grade	526	12
6th Grade	221	5
7th Grade	153	3
8th Grade and above	197	5
TOTAL	4,460	100

BIRMINGHAM . LIC SCHOOLS
GUIDANCE DEPARTMENT

CALIFORNIA ACHIEVEMENT TESTS

MEAN SCORES FOR APRIL 1973

GRADE 4

	NATIONAL NORM GRADE PLACEMENT	STATE MEAN GRADE PLACEMENT	BIRMINGHAM MEAN GRADE PLACEMENT	DEVIATION FROM NATIONAL NORM	DEVIATION FROM STATE NORM
READING:					
VOCABULARY	4.7	3.8	3.6	-1.1	-0.2
COMPREHENSION	4.7	3.9	3.6	-1.1	-0.3
MATHEMATICS:					
COMPUTATION	4.7	4.3	4.3	-0.4	0
CONCEPTS & PROBLEMS	4.7	3.8	3.5	-1.2	-0.3
LANGUAGE:					
MECHANICS	4.7	4.2	4.2	-0.5	0
USAGE & STRUCTURE	4.7	3.7	3.7	-1.0	0
SPELLING	4.7	4.0	4.0	-0.7	0

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6/20/73

BIRMINGHAM PU[illegible]IC SCHOOLS
GUIDANCE D[illegible]ARTMENT

STANFORD ACHIEVEMENT TESTS

BIRMINGHAM AVERAGES 1968 - 1973

		Gr. Pl.	Word Mean.	Dev.	Par. Mean.	Dev.	Sp.	Dev.	WSS	Dev.	Lang	Dev.	Arith. Comp.	Dev.	Arith. Conc.	Dev.	Arith. Appl.	Dev.
Gr. 5	Nov 1968	5.2	4.3	- .9	4.1	-1.1	4.4	- .8	3.7	-1.5	4.1	-1.1	4.1	-1.1	4.2	-1.0	4.3	- .9
	Nov 1969	5.3	4.3	-1.0	4.3	-1.0	4.6	- .7	3.7	-1.6	4.2	-1.1	4.4	- .9	4.3	-1.0	4.3	-1.0
	Nov 1970	5.2	4.3	- .9	4.2	-1.0	4.5	- .7	3.6	-1.6	4.1	-1.1	4.2	-1.0	4.3	- .9	4.2	-1.0
	Nov 1971	5.2	4.2	-1.0	4.2	-1.0	4.5	- .7	3.7	-1.5	4.0	-1.2	4.2	-1.0	4.1	-1.1	4.1	-1.1
	Apr 1973	5.7	4.6	-1.1	4.4	-1.3	5.1	- .6	NG		4.5	-1.2	4.6	-1.1	4.8	- .9	4.5	-1.2
Gr. 6	Nov 1968	6.2	4.9	-1.3	4.9	-1.3	5.4	- .8			4.9	-1.3	4.8	-1.4	5.1	-1.1	4.9	-1.3
	Nov 1969	6.3	5.0	-1.3	4.9	-1.4	5.5	- .8			5.0	-1.3	5.0	-1.3	5.1	-1.2	4.9	-1.4
	Nov 1970	6.2	4.9	-1.3	4.9	-1.3	5.3	- .9			4.8	-1.4	4.9	-1.3	5.0	-1.2	4.8	-1.4
	Nov 1971	6.2	5.0	-1.2	4.9	-1.3	5.4	- .8			4.8	-1.4	5.0	-1.2	5.0	-1.2	4.9	-1.3
	Apr 1973	6.7	5.0	-1.7	5.2	-1.5	5.6	-1.1			5.0	-1.7	5.1	-1.6	5.3	-1.4	5.1	-1.6
Gr. 7	Nov 1968	7.2			5.7	-1.5	6.7	- .7			6.0	-1.2	5.4	-1.8	5.9	-1.3	6.0	-1.2
	Nov 1969	7.3			5.7	-1.6	6.6	- .7			5.9	-1.4	5.3	-2.0	5.9	-1.4	5.9	-1.4
	Nov 1970	7.2			5.6	-1.6	6.5	- .7			5.8	-1.4	5.3	-1.9	5.9	-1.3	5.9	-1.3
	Nov 1971	7.2			5.6	-1.6	6.6	- .6			5.7	-1.5	5.4	-1.8	5.9	-1.3	5.9	-1.3
	Apr 1973	7.7			5.9	-1.8	6.9	- .8			5.8	-1.9	5.7	-2.0	6.2	-1.5	6.2	-1.5

READING SKILLS OF EIGHTH GRADE STUDENTS IN THE BIRMINGHAM PUBLIC SCHOOLS

As Shown on the Reading Comprehension Section of the California Achievement Test

Date of test: October 1972

National Grade Placement: 8.1

Mean Grade Equivalent of Birmingham City Students: 6.7

The frequency distribution of scores made by 8th grade students in the Birmingham Public Schools on the Reading Comprehension section of the California Achievement Tests shows that:

1. *70 per cent, or 3,604 students, were reading below the national norm for 8th grade pupils.*

   1,678 students, or 32 per cent (almost one third of the 8th grade students enrolled in the Birmingham Public Schools) were reading on a 4th grade level and below.
2. *8 per cent, or 430 students, were reading at 8th grade level.*
3. *22 per cent, or 1,144 students, were reading above 8th grade level.*

Total number of 8th grade students in the Birmingham City Schools who took the Reading Comprehension section of the California Achievement Test in October 1972: 5,178.

FREQUENCY DISTRIBUTION OF SCORES

READING COMPREHENSION SECTION OF THE CALIFORNIA ACHIEVEMENT TEST

Birmingham Public Schools

Eighth Grade, October 1972

Frequency distribution of scores, showing the number and per cent of students scoring at each grade level:

Grade Level	Number of Students	Per Cent of Students
Below 2nd Grade	78	2
2nd Grade	397	8
3rd Grade	413	8
4th Grade	790	15
5th Grade	728	14
6th Grade	457	9
7th Grade	741	14
8th Grade	430	8
9th Grade	383	7
10th Grade	381	7
11th Grade	154	3
12th Grade	99	2
13th Grade	127	3
TOTAL	5,178	100

BIRMINGHAM PUBLIC SCHOOLS
GUIDANCE DEPARTMENT

CALIFORNIA ACHIEVEMENT TESTS

MEAN SCORES FOR OCTOBER 1971 AND OCTOBER 1972

GRADE 8

	NATIONAL NORM GRADE PLACEMENT		STATE MEAN GRADE PLACEMENT		BIRMINGHAM MEAN GRADE PLACEMENT		DEVIATION FROM NATIONAL NORM		DEVIATION FROM STATE NORM	
	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972
READING:										
VOCABULARY	8.1	8.1	6.5	6.5	6.5	6.5	-1.6	-1.6	±0	±0
COMPREHENSION	8.1	8.1	6.7	6.7	6.7	6.7	-1.4	-1.4	±0	±0
MATHEMATICS:										
COMPUTATION	8.1	8.1	6.8	6.6	6.6	6.6	-1.5	-1.5	-0.2	±0
CONCEPTS & PROBLEMS	8.1	8.1	7.0	6.8	6.5	6.5	-1.6	-1.6	-0.5	-0.3
LANGUAGE:										
MECHANICS	8.1	8.1	5.8	5.6	5.8	5.8	-2.3	-2.3	±0	+0.2
USAGE & STRUCTURE	8.1	8.1	6.2	6.7	6.7	7.2	-1.4	-0.9	+0.5	+0.5
SPELLING	8.1	8.1	6.7	6.7	7.0	7.0	-1.1	-1.1	+0.3	+0.3

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BIRMINGHAM PUBLIC SCHOOLS
GUIDANCE DEPARTMENT

ANNUAL REPORT REGARDING THE OTIS-LENNON MENTAL ABILITY TESTS
GIVEN IN HIGH SCHOOLS DURING SCHOOL YEAR 1972-73

The Otis-Lennon Mental Ability Test, Forms J and K, was made available to high school counselors to be used for aptitude testing of pupils in three semesters. This was put on an optional basis to meet the needs of the individual school. Twelve of the high schools took advantage of this testing. The total number tested was 4,594. The tests were administered by the high school counselors and raw scores converted into IQ scores by the staff of the Guidance Department. Test results were recorded in duplicate; one copy was sent to the individual school and one copy kept for our files.

The attached sheets give the results of the tests in tabular form. The median scores of the schools (in alphabetical order) are as follows:

SCHOOL	MEDIAN IQ		GRADE TESTED
Banks	101	(90% White)	9
Carver	81	(All Black)	9
Ensley	96	(70% White)	9
Ensley	95	(70% White)	10
Glenn	87	(70% Black)	9
Hayes	80	(All Black)	9
Huffman	106	(97% White)	9
Jones Valley	89	(55% Black)	9
Parker	83	(All Black)	9
Phillips	85	(95% Black)	9
Ramsay	90	(65% Black)	9
West End	89	(70% Black)	9
Western	82	(All Black)	9
Woodlawn	Did not administer test this year		

READING SKILLS OF TENTH GRADE STUDENTS IN THE BIRMINGHAM PUBLIC SCHOOLS

As Shown on the Reading Comprehension Section of the California Achievement Test

Date of Test: April, 1973

National Grade Placement: 10.7

Mean Grade Equivalent of Birmingham City Students: 8.2

The frequency distribution of scores made by 10th grade students in the Birmingham Public Schools on the Reading Comprehension section of the California Achievement Test shows that:

1. 68 percent, or 3,005 students, were reading below the national norm for 10th grade pupils.
   (a) 1746 students, or 39 per cent, were reading on a 6th grade level and below.
   (b) 866 students, or 19 percent of the tenth grade students, had scores which were on a 4th grade level or below.
2. 9 per cent, or 420 students, were reading at 10th grade level.
3. 23 per cent, or 1,017 students, had scores above the 10th grade level.

Total number of 10th grade students in the Birmingham Public Schools who took the Reading Comprehension Section of the California Achievement Test in April 1973 - Total 4,442.

BIRMINGHAM PUBLIC SCHOOLS
GUIDANCE DEPARTMENT

CALIFORNIA ACHIEVEMENT TESTS

MEAN SCORES FOR APRIL 1973

GRADE 10

	NATIONAL NORM GRADE PLACEMENT	STATE MEAN GRADE PLACEMENT	BIRMINGHAM MEAN GRADE PLACEMENT	DEVIATION FROM NATIONAL NORM	DEVIATION FROM STATE NORM
READING:					
VOCABULARY	10.7	8.9	8.5	-2.2	-0.4
COMPREHENSION	10.7	9.1	8.2	-2.5	-0.9
MATHEMATICS:					
COMPUTATION	10.7	8.5	8.1	-2.6	-0.4
CONCEPTS & PROBLEMS	10.7	9.0	8.2	-2.5	-0.8
LANGUAGE:					
MECHANICS	10.7	8.1	7.4	-3.3	-0.7
USAGE & STRUCTURE	10.7	9.7	8.1	-2.6	-1.6
SPELLING	10.7	8.8	7.8	-2.9	-1.0

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READING SKILLS OF ELEVENTH GRADE STUDENTS IN THE BIRMINGHAM PUBLIC SCHOOLS

As Shown on the Reading Comprehension Section of the California Achievement Test

Date of test: October 1972

National Grade Placement: 11.1

Mean Grade Equivalent of Birmingham City Students: 9.1

The frequency distribution of scores made by 11th grade students in the Birmingham Public Schools on the Reading Comprehension section of the California Achievement Test shows that:

1. *71 per cent, or 3,019 students, were reading below the national norm for 11th grade pupils.*

   1,352 students, or 32 per cent (almost one third of the 11th grade pupils enrolled in the Birmingham Public Schools) were reading on a 6th grade level and below.

   627 students, or 15 per cent of the 11th grade students, had scores which were on a 4th grade level or below.

2. *6 per cent, or 277 students, were reading at 11th grade level.*

3. *23 per cent, or 978 students, had scores above the 11th grade level.*

Total number of 11th grade students in the Birmingham City Schools who took the Reading Comprehension Section of the California Achievement Test in October 1972: 4,274.

FREQUENCY DISTRIBUTION OF SCORES

READING COMPREHENSION SECTION OF THE CALIFORNIA ACHIEVEMENT TEST

Birmingham Public Schools

ELEVENTH GRADE, OCTOBER 1972

Frequency distribution of scores, showing the number and per cent of students scoring at each grade level:

Grade Level	Number of students	Per Cent of Students
Below 2nd Grade	7	Less than 1
2nd Grade	73	2
3rd Grade	253	6
4th Grade	294	7
5th Grade	374	9
6th Grade	351	8
7th Grade	377	9
8th Grade	360	9
9th Grade	485	11
10th Grade	445	10
11th Grade	277	6
12th Grade	384	9
13th Grade	594	14
TOTAL	4,274	100

BIRMINGHAM . ..LIC SCHOOLS
GUIDANCE DEPARTMENT

CALIFORNIA ACHIEVEMENT TESTS

MEAN SCORES FOR OCTOBER 1971 AND OCTOBER 1972

GRADE 11

	NATIONAL NORM GRADE PLACEMENT		STATE MEAN GRADE PLACEMENT		BIRMINGHAM MEAN GRADE PLACEMENT		DEVIATION FROM NATIONAL NORM		DEVIATION FROM STATE NORM	
	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972	Oct. 1971	Oct. 1972
READING:										
VOCABULARY	11.1	11.1	9.3	9.3	8.9	8.9	-2.2	-2.2	-0.4	-0.4
COMPREHENSION	11.1	11.1	9.5	9.5	9.1	9.1	-2.0	-2.0	-0.4	-0.4
MATHEMATICS:										
COMPUTATION	11.1	11.1	8.7	8.7	8.5	8.5	-2.6	-2.6	-0.2	-0.2
CONCEPTS & PROBLEMS	11.1	11.1	9.0	8.7	8.7	8.5	-2.4	-2.6	-0.3	-0.2
LANGUAGE:										
MECHANICS	11.1	11.1	8.3	8.3	7.9	7.9	-3.2	-3.2	-0.4	-0.4
USAGE & STRUCTURE	11.1	11.1	9.7	9.7	8.9	8.9	-2.2	-2.2	-0.8	-0.8
SPELLING	11.1	11.1	9.4	9.4	9.4	9.4	-1.7	-1.7	±0	±0

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CHAPTER V

PERCEPTIONS, ATTITUDES AND CHARACTERISTICS OF PARTICIPANTS TOWARD PLAN, PROGRAMS AND PRACTICES

Chapter V, like Chapter IV, is concerned with programs and practices incident to desegregation but with a greater emphasis on perceptions of faculty, staff and students. This section is more directly concerned with their impressions of how informed they were of the latest plan, their role, and how the plan has been implemented.

The Plan

Teachers' Perceptions

Forty teachers from the 12 schools included in this study were interviewed, 29 at the elementary school level and 11 at the high school level. Since their degree of involvement in the zoning plan had little relation to grade level or elementary or secondary status, this interview data is reported as a single group. The questions asked and the responses are listed below:

1. How were you involved in the desegregation plan?
   Not involved, affected by, or just reassigned - 30
   Volunteered to go to another school - 4
   Not here at the time - 2
   Attended human relations workshops - 2
   Got a reassignment because of extensive travel - 2
   Faculty meetings as preparation for desegregation - 1

2. What problems resulted as a consequence of desegregation?
   No response - 4
   Nothing happened here - 16
   White teachers refused to leave their prior schools - 2
   There has been a decrease in student academic ability -4
   Enrollment has decreased - 2
   A high turnover of White teachers - 2
   Students now take advantage of the teachers - 1
   We have no music, art or library - 1
   There was intense racial animosity - 1
   White teachers think Black kids can't learn - 1
   The poorest White teachers were sent here - 1
   There are language barriers between mixed teachers and students - 1
   White teachers had stereotypes of Black children - 1
   Few White college graduates apply for jobs in Birmingham - 1
   The faculty is more divided than the community - 1
   White teachers didn't want to accept Black teachers as professionals - 1

3. What were some of the major concerns of the parents?
   Not aware of any or had no contact - 29
   Arbitrarity assigning of teachers at a 50-50 ratio - 2
   Fear of student hostility toward Whites - 1
   Black parents feared that White teachers would not try to help their children - 1
   Black parents feared their children would get hurt - 1
   Racially mixed children using the same bathrooms - 1
   Lower SES White parents objected the most - 1
   Just mixing children was a problem - 1
   White parents feared that contact with Blacks would socially contaminate their children - 1
   Parents came to sit in my class to see if I was fair and competent - 1
   Parents questioned the ability of Black teachers - 1
   Some White parents sent insulting notes to Black teachers - 1

4. What were some of the major concerns of the local community?
   Not aware of any, none here, and no response - 38
   Private schools were opened - 1
   One school was picketed - 1

5. What does the school do to promote racial interaction?
   Either all White or all Black school, nothing and no response - 35
   It is left to the individual classroom to do something - 1
   A few rap sessions and one student banquet - 1
   Conducted a character building program - 1
   Try to do something in faculty meetings
   (an all Black student enrollment) - 1
   Try to get parents committed to PTA - 1

These responses support the information reported elsewhere in this document which indicated that the articulation of the paln was primarily one-way, from the administrative level, that the parents were more involved than teachers through the neighborhood meetings, that only a few teachers were involved in the human relations program, that little has been done at the individual school level to improve race relations, and that those interviewees who were most outspoken did suggest a variety of problems existed but have resulted in very few physical or forceful consequences.

Counselors' Perceptions

The six high school counselors who were interviewed indicated that they were somewhat familiar with the desegregation plan. They had become familiar with the plan primarily through conversations with colleagues and newspaper and radio information. They too indicated that teachers had been involved in the plan on a selective basis and that a few of the schools had sent representatives to be involved in its development. The major teacher concerns were directed toward potential conflicts with students of the opposite race; administrators indicated that they would support the teachers in order to tone down this concern. The administration responded to community concerns by conducting neighborhood rap sessions and through the PTA meetings. A few said that expressed concerns were ignored by the district school officials.

All agreed that their schools are essentially doing nothing special to facilitate integration.

Community Persons' Perceptions

Although attempts were made to arrange some group interviews with parents, these efforts were unsuccessful. The general rational was given that parents had invested so much energy during the past decade over this issue that the prevailing attitude is to now accept desegregation and to withdraw as much as possible from its discussion. Thus the only interview data collected from the community level comes from three Black spokesmen, two affiliated with the NAACP and the third a minister.

Most of the discussion centered around conflicts, sit-ins, demonstrations, etc that occured during the early 1960's. However, some information was obtained that is directed toward the current plan and its effectiveness. A summary of these findings follows:

It was agreed that during the time of the zoning plan the rough days were a thing of the past. During the drawing up of the zoning plan there was some degree of concern expressed by Black parents over the arbitrary establishment of zone lines that created inconvenient distances for their children to travel. White parents expressed a concern that the quality of the schools would diminish after they were integrated.

In terms of their expression of current concerns these three individuals revealed a variety of issues and spoke of them with varying degrees of intensity. The following concerns will be categorized according to the speaker.

Number 1 - "I don't seem to hear them (Black parents) talking about a whole lot of things. They are concerned about drop-outs and students becoming disenchanted with schools. Some White teachers haven't learned to relate to Blacks and some aren't trying. Some don't want to be in predominantly Black schools. They appear to be unhappy and they take it out on the Black students. The predominantly Black schools are getting poor White teachers. On the other hand, the predominantly Black schools are losing some of their best teachers to White schools. All of this is a part of the drop-out problem."

"The State still has not been effective in setting up human relations programs. They are still resisting and footdragging. Birmingham is ready to go, but the State is still prohibiting certain things."

"It looks like the Black principals' hands are tied when it comes to dealing with White teachers."

"Blacks are excluded form many social situations and others have been taken out of the schools. Some issues have concerned majorettes and the election of all White class officers in _____ and _____ high schools."

"The PTA is integrated but not taking any bold steps to deal with the school problems."

He felt that a strength lies in the fact that there are two Blacks on the Board of Education who are aware of the problems. Because of their presence the situation has been helped. He continued to say, with respect to the two Black city council members, "We have a few people in legitimate places. That makes the situation look a little hopeful." Also he mentioned another hopeful sign, Operation Birmingham, which has equal proportions of Blacks and Whites who deal with some of the problems of the city. When asked about the new superintendent, he responded, "I don't know too much about him. I read about his new program. I am kind of skeptical about it. They are concerned about Blacks teaching Whites. As long as Blacks were teaching Blacks, everything was allowed."

Number 2 - This interviewee also spoke of the inequity of transferring the best Black and poorest White teachers. In addition he said that with respect to parent concerns, such concerns depend "on the area in which schools are located and the kinds of staffs that are there. There are some communities with very few problems" (e.g. some are less hostile, the principal is fair and honest, the teachers realize this is the law and they may as well accept it). He indicated that he had been well received as a speaker in a predominantly White school. He also said that when Black kids were demonstrating at a high school the principal called him to help get the kids back in class; a grievance list was drawn up and they went back in. He further stated that "Most problems occur when it is hot wehater and during election time," and that there should be some ratio established at each school for a percentage of students equal to the minority enrollment to participate in clubs, offices, activities, etc.

"Black kids in the high schools are very, very belligerent. They resent White teachers and carry a chip on their shoulders. We have to get them to behave for Whites as they do Blacks. There are only a few occasions when there are problems with Whites not respecting Black teachers."

"There are going to be more plans around designing the curriculum of individuals around what their future plans are" (kids that want to go to college will get college prep courses, etc.). "They will have inservice workshops to train teachers to more adequately deal with students around their needs."

Number 3 - He expressed concerns over the drop-out rate of Black students and the transferring of the best Black and poorest White teachers. Along this line he said, "Black teachers knew the problems of Blacks and inspired them to achieve. Whereas, White teachers try to denigrate Black sudents and compare them with middle-class Whites. Many Blacks thought that White teachers were better qualified because of their preparation and education. Now, they know that this is but a dream." Also, "Black educators have lost esteem in Black neighborhoods since Blacks now have to go across the tracks to school. White teachers are so concerned about making it through the day that they are teaching Blacks that the system is working for them as well as for Whites. So a lot of Blacks are finishing and becoming disillusioned when they find that the opportunities are not there."

"There are many concerns, but little action because there is a lack of power. In the past there was only lay power (boycotts, demonstrations). But this only stimulated the establishment (police) to counter with more

weapons. Also the Black lay demonstrators are disillusioned; they see no progress; they are still making minimum wages. The Black leaders, however, are satisfied. Whites are now appointing Black leaders (cooptation), but only to powerless boards and commissions. Our only hope is in the new leaders returning from colleges, army, etc. Also, the middle-class Black who now is making a decent wage may feel that he is comfortable and doesn't want to 'rock the boat'. Whites have very cleverly allowed for Blacks to move into very wealthy neighborhoods as a device to coopt. Race is used as a device to exploit the poor."

How Is The Plan Working

Counselors and teachers were asked: "In general, how successful would you say the integration efforts have been in your school?" Samples of their answers follow:

Counselors:

"The desegregation plan is working in Birmingham and in the _____ school as well."

"Student interaction and rapport is good to a certain extent. Groups tent to pull together in a natural way. With the faculty it is pretty good but there is still a pulling away."

"Blacks are not represented much in school leadership positions or extra-curriculars."

"There are good student-teacher relationships."

"I think that students in grade ten and above are not place in classes where they can make a good living."

"Uptown (central administration) gives little support at the individual school level."

Teachers

Thirty-four of the teachers interviewed indicated that the plan was working well, fine or good. The other six responded that it was either not working or was "so-so." Examples of positive and negative responses follow:

Positive

"It works fine, but I don't always like it. Education doesn't meet the standards it once did, but I don't want to go back to segregation."

"This is a good school, and the principal is working hard to keep it that way. It's a pleasure to be here."

"It's working well, there's lots of interaction."

"Things are going smoothly, there's a normal emotional climate, but the academics are falling."

Negative

"My daughter went to a school where she was in a small minority and made good grades but she became withdrawn due to an adverse social climate. It won't work unless you have integrated housing."

"The instructional level has really declined due to poor quality of students and teachers."

"I have taught 35-36 years in Birmingham. These are the worst cultured and belligerent of all the children I've taught."

"The school is still in a position of coping with change."

"In the three years Black students have caused it to work through demonstrations and have demanded that they be given things and they have gotten them."

Key Factors in Success of Plan

Counselors and teachers alike, who indicated the plan was working well, consistently suggested three factors that had led to successful desegregation: (1) The initial preparatory sessions, (2) a good understanding between the principal and teachers with respect to the kind of support the staff could expect, and (3) the PTA and other student organizations are becoming integrated enough to include the concerns of all people.

Improving the Plan

Parents and teachers were asked to suggest recommendations that they would make if the integration process were to be done again. The few parent comments were already presented in a previous section. Briefly, they said that there need to be more Black administrators, a better apportionment of the higher quality and poorer teachers of each race, and that attitudes of White teachers toward Black students needs improvement.

A few teachers said that Birmingham did as well as could be expected and offered no recommendations. However, most did offer suggestions; a few of those follow:

The response most frequently given was like this one, "I would start in the first and second grades and slowly add the others."

"We should be integrated with a significant number of White students; the Black students lose by not having cultural contact with Whites."

"I would change the zoning procedures and consider that a student could go to any school he chooses as long as the school was not overcrowded."

"The biggest gripe for Black faculty is the fact that many of them are better qualified for supervisory positions than many of the Whites who are put in those positions."

"In the integrated schools there are no Black principals. The situation needs to be changed."

"Teachers weren't prepared properly, psychologically. A lot of insecurity resulted from the Board telling you your assignment at the last minute."

"There is needed a concerted effort for more teaching materials and teaching methods to promote a better understanding among races."

"There should be more attempts to correct White parent misconceptions about Blacks that has filtered down to their children."

"Make it a rule that parents would have to spend at least one full day in the school with their child."

"Special classes should be provided in each school for especially low and high achievers. It is unfair to the teacher for too wide a spread in abilities."

"Large classes should be avoided at all costs."

"We need more information meetings - just to discuss styles of learning, culture and knowledge about different experiences."

Social and Friendship Patterns

The preceding chapter gave some attention to the social and friendship patterns of students as perceived by the principals, teachers and counselors. Here, student responses are given. Some of these are summarized while others are verbatim. A total of 25 students from three elementary schools were interviewed and thirty from the high schools. Equal proportions of Black and White students were interviewed; they were from the 6th to the 12th.

Elementary Students - White

There was a general consensus that all have Black friends but there is no mixing outside of school. One boy said that he didn't like a Black boy in his class because he, "tells lies and is dishonest." Another White boy mentioned that a Black boy had visited his house and it was O.K. - even his mother spoke to him. A few White girls felt that they would be upset if a Black boy sat next to them, their parents would be especially upset. Another White boy said that he was the only White on the basketball team; he laughingly said that he was a token White and was treated kindly by the other players. Other interviewees felt that it was important for Black and White students to be in school together because it would help them get along when they became adults.

Elementary Students - Black

For the most part the Black students confirmed the general negative view Whites have of them. For example, one child said, "The White students are O.K. but they think they are better than we are." Another said, "We have lots of arguments. A White girl called me a nigger." A student said there are lots of fights between Blacks and Whites, but not many between Blacks and Blacks or Whites and Whites. Most students indicated that the reverse was true. Also most said that Black and White students separate themselves in the cafeteria, on the playground and at activities.

High School Students - White

In general, the majority of White interviewees seemed to resent the fact that Black students were in their school and participating in activities. In the most desegregated high school it seemed that competition from Blacks was the major issue, while in the high school with only a few Blacks the negative attitudes seemed to be based specifically in prejudice. Those who were not against Blacks being in the schools were strongly in favor of desegregation, there appeared to be no middle ground opinions expressed. One student declared, "Blacks now demand two of everything, two homecoming queens, one Black and one White; we must now have a Black majorette." At the same time a girl was obviously upset that a Black girl had not been selected as a majorette even though she was the best of all those who tried out.

There is no interracial dating at either of these two schools. One Black boy has parties attended by Whites but there is no mixed dancing. Others claimed to have close Black friends but did not visit their homes.

Some random comments follow:

"I mean everyone would be a lot happier if Blacks and Whites went to their own school. I mean I like them now but why do Blacks and Whites have to come together; if they wanted to, they just would."

"Integration is alright but I don't like to be forced into it."

Speaking of student government offices, a White boy commented, "It's ridiculous to give a colored person an office like that and a sense of power. This is a White school and the Whites should run it." A girl responded, "I don't think it matters unless that person hates White people and I don't think that's true of most colored people here." The same boy answered that he's prejudiced and feels it is the general attitude. Another student disagreed by saying that he felt it was nearer to being half are and half aren't.

"If they moved into my neighborhood, I would move out."

"They just sit back on welfare and take money from the Federal Government."

"It doesn't matter how a Black treats me, I just couldn't be friends with one. My father says that I say it too."

"My father use to say that too--but he doesn't any more."

The students also expressed a fear of Black students because they felt they are violent. In addition, they said Blacks stick together and so do Whites, they're "almost obligated to do so." Finally, some Whites compalined that they had to attend "Black" programs during Black History Week and on Martin Luther King Day.

High School Students - Black

The social and friendship attitudes of Black students toward White students are illustrated by the following comments.

"Some of them are O.K. but some of them are prejudiced, about half and half."

"We have some White friends. I have one." Only one other student said they had a White friend. Some said, "I don't have one."

"There is separation between the Blacks and Whites." Students in one school said that students segregate themselves by race in the cafeteria with the exception of one table. These students also said that the Blacks and Whites had separate proms because they could not compromise on naming a band, place, price or time.

"I don't htink you should get too close to these people (White students). All they do is tolerate you and then behind your back they talk about you."

"I get together in groups to talk about class stuff; otherwise, I don't have no White friends."

Given the attitudes previously expressed by White students, it appears as if those attitudes are perceived by the Black students and they respond according in affect and in social circumstances.

Attitude Toward School and Teachers

The same students who responded to the previous section also responded to questions relative to their feelings about their school and teachers.

Elementary Students - White

Students from two of the three schools said that they liked their school. Those who viewed their school in a negative fashion did so in a joking way as if it were too pathetic to be taken seriously as a school; for example, it had no library and the textbooks, for the most part, were ten years old. They also felt that their teachers were poor and the principal was incompetent. All expressed anxiety over not being properly prepared for high school. (Note: This school was indeed the most depressing and poorly equipped of all those our research team visited).

Students from both of the other schools indicated a dislike for the dress codes. Also, both had a new principal; one was like better than the predecessor, the other less. Both groups said that their teachers were

one of the better aspects of the schools. Generally, two factors accounted for the liking of teachers - offering a variety of activities and a personal regard for the students. They indicated that Black and White teachers treated them fairly. However, like the group that disliked their school, both of these complained about having old textbooks and old library books.

Elementary Students - Black

The general impressions of the Black interviewees was the same as those of the White groups - two favorable, one unfavorable. All groups expressed that the White students were O.K. but thought they were better than Black students. They also felt that teachers were more strict with Black students. However, all liked their teachers with only a few exceptions not related to race. Only one group liked their principal.

High School Students - White

Both groups expressed that their schools were pretty good. One said that half the students who went to college had to be placed in remedial classes. The other group said that the teachers didn't seem to care much about the students. One group said the school had run down with an influx of Black students who "tear stuff up." Both felt that Blacks get away with behavior that Whites would be suspended for doing. In one school the counselors were perceived as busy workers doing scheduling, etc. while in the other they were more personally oriented. Both felt a lack of contact of students with the principal. They felt that some older Black and White teachers showed prejudice toward students. Students in one school said they got along better with Black teachers than White teachers. Some Black teachers don't understand White students and are viewed as too strict, just tying to show off their authority over White boys, but most are O.K.

High School Students - Black

The students interviewed in the all Black high school were not pleased with the educational experiences they were given. They also felt that they were being treated like younger children. One White teacher was viewed as being especially poor, even if he taught White students. However, there was some feeling expressed that the school was O.K.

Some comments about the school in general follow.

"It's alright. They need more Blacks in school. Then we'd have Black football players, cheerleaders and majorettes."

When asked, "What's wrong with White majorettes and football players?" the reply was, "They don't represent me. I have no feelings for them whatsoever. I don't even go to the basketball games. The only reason I go to the football games is because I play in the band."

"I don't like it. Everybody's prejudiced to me."

"If there were more Black students over here we could have more programs like Black History Week."

"I think it'a a good school but there are adjustments that need to be made...like our lunchroom, the food they serve is supposed to be healthy but it don't look healthy."

Both groups said they dislike their principals. When asked what kind of support he gave them they unanimously answered "none."

The following comments were made about the teachers.

"My history teacher is prejudiced all the way."

"We'll come out better with a White teacher than a Black teacher."

"Black teachers expect more of us than a White teacher."

"I got this teacher (Black), she will let a White get away with anything but let a Black do it she's all upon your back telling you what you should do and shouldn't do."

"They have some understanding teachers up here and this year they have the best counselors we've had in a good while."

"It's the older teachers who cause the trouble (Black and White)."

When speaking of good and bad teachers the common response was like this one, "it's not a color thing, some are good and some are bad."

Interview with the Superintendent

It seems appropriate to conclude this chapter with a summary of an interview with the superintendent. During the time of our field study he had held his present position for less than one year. He said that the major factors that led him to accept his assignment evolved around the progress Birmingham had made over the past decade and the sincere concern and commitment on the part of the town fathers and school board toward making the public school system one of high quality.

Some of his impressions of the effectiveness of Birmingham's desegregation plan follow. In terms of race relations he feels that a breaking down of racial stereotypes has begun. In the area of faculty desegregation, there has been considerable progress. And, from all indications, the various communities seem to be accepting desegregation passively. Although the school system is not very well balanced with respect to student enrollment, he feel that the system may be as balanced as it can be due to the characteristics of the district itself, i.e. housing patterns; shifting population from city to county; White flight; uneven growth within the city; decline in the student population due to highway and airport construction, and a declining birth rate. He also feels that the achievement has generally declined and the quality of the school system has gone down, yet there has been little pressure to improve in these areas.

He also pointed out some problems that currently exist. Some of the building facilities are in a state of disrepair, especially in the poorer neighborhoods. The annexation of a few surrounding areas is needed. And the allocation of monetary resources is unequally distributed among the schools.

Some major priorities were also summarized - a comprehensive reorganization of the district, from the administrative level on down; encourageing individualization of student instruction; and introducing a plan of continuous internal assessment. Some of these priorities are stated more specifically in outline form below.

I. Improve Quality of Instruction in all the Schools for all the Students.

A. Accredit the Elementary Schools.

Establishing libraries in all schools, including staff, books and equipment, reducing pupil-teacher ratios; creating an elementary guidance program; and increasing amount of per pupil expenditure.

B. Establish an extensive staff training program.

To provide 10 days of training for one-half the professional staff each year.

C. Establish a "Mini-grant" program to support teacher innovations.

D. Provide adequate time for teachers to plan instruction by varying the length of the student's day.

E. Reduce clerical work of teachers thereby freeing time for instruction.

II. Achieve a Mastery of the Basic Skills by all Pupils.

A. Establish a Kindergarten for all five-year olds who qualify under Federal ESEA, Title I Guidelines.

B. Increase the amount of time devoted to basic skills instruction for those children who have difficulty with mastery.

C. Increase teacher's abilities to teach the basic skills.

D. Establish a special program for third graders who have not mastered the basic skills to the 2nd grade and 6 month level.

E. Establish "Continuous Progress Instruction" as the main instructional philosophy in the school system.

III. Provide a Curriculum and Instruction Program Appropriate to Young Adolescents by Establishing Middle Schools.

IV. Modify the Curriculum of the High Schools to Increase the Range of Opportunities and Relevance to Modern Society.

A. Upgrade and extend the Career Education/Vocation Education programs available to students.

B. Establish "Service to Others" as a recognized part of the high school curriculum.

It was observed that all these recommendations are appropriate and needed. We were extremely impressed with the knowledge, intellect, and enthusiasm of this man.

CHAPTER VI

ANALYSIS -- PLAN, PROGRAMS, PRACTICES, PROCEDURES

A Summary of Birmingham's Plan

In 1969 a decision by the United States District Court decreed that the freedom of choice plan was no longer adequate as a method for desegregating dual school systems. Consequently, Birmingham was directed to submit to the Court a plan intended to disestablish the dual school system. This directive came subsequent to Birmingham to utilize the freedom of choice plan.

The third plan, implemented in 1970 and still in effect, was developed jointly by the Birmingham Board of Education and the court's designated collaborator, the Auburn University Center for Assistance to School Systems with Problems Occasioned by Desegregation. Also, member of the NAACP and the Justice Department assisted in developing the plan before it was submitted to the court.

The proposed plan was divided into four major parts that were discussed in Chapter II and are repeated below:

Student Assignments. Birmingham continued to employ the same organizational structure consisting of elementary schools (grades 1-8) and high schools (grades 9-12). Eight previously all Black elementary schools were closed and the remaining 76 divided into attendance areas, and one previously all Black high school was closed and the city divided into 13 high school attendance areas. A provision was provided for majority-to-minority student transfers at both levels; such right to transfer dependent on the capacity of the receiver school. An additional provision allowed high school students to transfer to a school offering a particular curriculum that was unavailable in his designated school zone. Twelfth graders were allowed, if their parents desired, to continue in the school they attended in 1969-70 in 1970-71. Finally, a small number of students from the county were allowed to continue in particular city schools.

Faculty and Staff Assignments. The board's intention was to assign staff so that 25-33 1/3% of each school's faculty would be in the racial minority.

Buildings and Facilities; Construction and Site Selection. The plan porposed 18 improvement projects for elementary schools and six projects for high schools in order to facilitate the achievement of a unitary school system.

School Activities. The plan merely provided for a merger of all school sponsored functions, i.e. athletics, clubs, leadership groups, etc., insuring equal opportunities.

Minor modifications were suggested by the court but at a later hearing,

most were ruled inappropriate and the court concurred with the school board's proposal.

As the school district had not bused students prior to submitting the new plan, busing was not an issue.

The reassignment of teachers resulted in minor resistance, primarily with Whites, but no one lost a job as a consequence; those who left the system did so voluntarily. Principals and administrators too were reassigned and did not lose employment.

Attrition of White students began in 1963 and 1964 and had reached 8,500 by the end of freedom of choice. Since 1970 an additional 8,500 have left. With such a rapid and substantial loss of students and the subsequent shifting Black population, it has been impossible to achieve complete desegration with a zone plan. Thus, more than 25% of the public schools now have either an all Black or all White enrollment.

Birmingham City School District -- A Comparative Desegregation Study Site

Birmingham City School District was selected to participate in this study because it was identified from a collection of resource data as a district that developed and implemented a conflict-free (the current plan) and effective plan. Also, it is located in the southern region and is reflective of a large school system, both criteria for comparative purposes. The major purpose of the project was to identify districts that has been effective and successful in their attempts at desegregation and to describe the processes that led to its effectiveness and/or success.

Seven criteria and accompanying indicators were used to assess the degree to which a district was effective. The following is a matching of the findings in Birmingham against these criteria.

Criteria I. Evidence that majority and minority students and staff are structurally integrated* into the social system of the school so both hold statuses and plan roles that are equal in power and prestige.

C-1
Indicators -- 1. Composition of the student body in each school -- As earlier indicated, Birmingham is a partially desegregated school system with more than 25% of the school being all Black or all White in enrollment. This finding is not unusual in larger urban cities. Of the 89 schools only four had racial distributions within the 60%-40% range. Most often distribution

*Structural Integration (definition used by the California State Department of Education)...that situation in which staff member, children and parents of all ethnic groups hold statuses and play roles throughout the school system that are equivalent in power and prestige to those statuses occupied by member of other ethnic groups.

ranges were 80% or more of either race in a particular school.

2. Ethnic composition of staff in each school -- The Black/White staff ratio of 50% each in each school is well within the expected range. There are a few more Black than White teachers in the system. Also, there are more Black teachers in the elementary schools, but more White teachers in the high schools. This difference was justified in terms of the availability of certified subject specialists. Information on principals was not obtained.

3. Distribution of majority/minority group students in each class -- The court did not mandate the distribution of students within each school nor across classes. Observations in elementary school classrooms indicated that each class had distribution comparable to that of the school at large. Classes observed in the one well-integrated high school also reflected good distributions. However, it was indicated that classes in ROTC and foods were primarily Black while classes in trigonomentry, physics and chemistry were almost all White. It was also found that homogeneous grouping for reading caused some resegregation at the elementary level, and that tracking at the high school level resulted in a vast majority of Black students being in the general diploma program.

4. Discipline - Students, teachers, principals, advisors and counselors generally agreed that discipline was equally administered.

5. Integration of minority group members into organizations and activities of school - Organizations and activities at the elementary level were meager. Student participation seemed to be based on the racial ratios in a given school, or by the ethnicity of the coach. It was indicated here, as well as at the high school level, that nothing specific was being done to encourage more student participation. Most elementary activities are sports related. One school had racially mixed class officers as decreed by the principal.

   The high school having less than a 5% Black enrollment only had Black members participating in one athletic area, track. Blacks in clubs are few and limited. At the best integrated high school most teams and activities were relatively well integrated; exceptions were the all Black Pep Club and basketball team and the predominantly White choir.

6. Patterns of students/student interaction 0 - Few friendships were reported, almost none at all beyond the school grounds. Blacks were frequently resented in the high schools. There was little mixture in the cafeterias or libraries. There was interaction in the classrooms and on the playgrounds. The school made little provision for social interaction.

Criterion 2. Evidence that cultural racial isolation has been reduced and is reflected in the heterogeneity of academic and nonacademic activities.

C-2
Indicators -- 1. (In addition to all the above indicators) A sense of fellowship and mutual respect, as demonstrated by staff and student planning exists -- All observations and marginal interview data indicated that the planning function was maintained by the teachers. Neither observations nor interviews were long enough or great enough in number or adequately tap this criterion.

2. Evidence of avoidance of academic stereotyping -- Teachers at the elementary level stereotyped more on economic and social variables than on race; however, the lower socio-economic students were Black. At the high school level students select a course of study that tracks them. Again those in the general track were greatly saturated by Blacks. If we can say stereotyping was in effect, it was so indirectly.

3. Evidence that teachers have the authority that enables them to work confidently and flexibly with students of varying abilities and talents - Observations indicated that teachers have the authority and flexibility to work with students of varying abilities, but only a few did so. Teachers appeared to be rigid traditionalists who could benefit from staff development in-service programs directed toward this issue. A few teachers relied less than most on the outdated testbooks and attempted to make the subject content relevant and on a personal level.

Criterion 3. Evidence of mutual understanding and positive interaction between majority and minority students and staff.

C-3
Indicators -- 1. School's atmosphere - All of the schools had a peaceful aura during our visits. At the same time there were no indicators of brotherly love to be seen. The situation is best described as peaceful

coexistence. Interviewees could not recall any racial incidents over the past year and only two over the past four years.

2. Student attitudes - With the exception of one school the students generally said their schools were fine or good.

3. Counseling and guidance services - These services were available to both races. Individual counselors were viewed as either good with records, transcripts, advising, etc. while others were viewed as more personally oriented. Black and White students alike held this view and it included counselors of both races.

Criterion 4. Evidence of Curriculum offerings and materials reflecting cultural diversity.

C-4
Indicators -- 1. Curriculum offerings related to minority experience or to majority/minority relations - Nothing uniform has been done by the district to incorporate minority experiences into the general offerings although the majority of students are Black. Textbooks are old and very little multi-ethnic materials were in the classrooms or libraries. Nothing seems to be done besides the celebration of Black History courses in the high schools.

2. Library volumes related to the minority experience -- This area was not ivestigated intensively. The little data we secured suggested that such materials were minimal.

3. Evidence of varied instructional techniques designed to meet the different learning styles of students - All instruction was either traditional or in homogeous grouping. Teachers were aware of learning differences but had no idea how to assess, understand or teach to them.

Criterion 5. Evidence of successful academic achievement by both majority and minority students.

C-5
Indicators -- 1. Achievement Data on Students in school - All achievement data collected indicates that the White students (at least those in the school having White majorities) perform higher and the reverse is true of Black students. Generally, their achievement is separated by the equivalent of two grade levels.

Criterion 6. Evidence of comprehensive efforts to develop and offer programs aimed at equalizing educational opportunity.

C-6
Indicators -- 1. Evidence of Title I, ESAP or other funds to develop compensatory programs - Many special funds were provided for students from grades K-11 and special funds were secured to conduct human relations in-service workshops.

2. Evidence of the use of resources within and outside the school district to help devise programs aimed at equalizing educational opportunity - Early in the human relations programs resources from Auburn University were called upon. Evidence of other resources were minimal.

3. Attempts at in-service training aimed at program development - Other than the human relations training there was no evidence of attempts to improve programs through in-service procedures.

Criterion 7. Evidence of parent and community involvement in the desegregation process.

C-7
Indicators -- 1. Existence of a citizen's committee, or advisory committee, to assist with desegregation plans - The only committee established was for the purpose of holding rap sessions in various neighborhoods prior to the implementation of the plan in order to articulate the new plan and to disspell rumors.

2. Evidence of bi-racial school committees - No committees existed at the schools visited.

3. Evidence that parents and school community are kept informed about problems and successes in the integration process - School news as reported by the newspapers and radio are the major methods for keeping parents and communities informed. The degree to which these media were utilized was not ascertained.

CHAPTER VII

"INTEGRATION" IN RETROSPECT

Some Concluding Observations

Jane Mercer, a Sociologist at the University of California at Riverside, California, uses in her studies of school district's desegregation a five stage policy model designed to determine where on the segregation to integration continuum a district falls. Since her model has implications for this paper it is briefly described below:

Stage 5 - Moving Toward Integration: Philosophic Stance--Equality of educational output, cultural pluralism.

Stage 4 - Comprehensive Desegregation: Philosophic Stance--Schools should have the same ethnic proportions as the district's population, students should have equality of educational opportunity--the latter defined in terms of input, same teachers, schools and texts.

Stage 3 - Token Desegregation: Philosophic Stance--District no longer denies responsibility to desegregate, it alters boundaries, builds new schools, moves toward open enrollment and uses as the underlying theme freedom of choice.

Stage 2 - De Facto Desegregation: Philosophic Stance--The Board of Education does not have the responsibility to change a pattern that it did not cause. The main theme is the neighborhood school.

Stage 1 - De Jure Desegregation: Philosophic Stance--It is not the legal responsibility of the Board to desegregate. The question is raised as to whether the responsibility belongs to the state or to the district.

The Birmingham School District, prior to 1963, was at Stage 1 of the model. From 1963 to 1968, under the freedom of choice plan, the district was at a point some where between Stages 2 and 3. Currently, it is this writer's opinion, the district is operating between Stages 3 and 4, closer to 4. This opinion may be viewed as too liberal by some, but due to the following qualifications it is felt that Birmingham deserves this rating. In the first place, like most models, Mercer's Stages contain descriptors extensive enough for a district not to be able to meet all the criterion at one stage but, at the same time, meet some criteria at a more advanced stage. In addition, as a comparative study, smaller districts characteristically find it more manageable due to size and manpower to make rapid advances through a stage model. Finally, the model itself can be more restrictive than its original intent, and therefore, doesn't make appropriate allowances for districts operating at a different level of criteria.

In terms of the Stage 3 criteria, Birmingham has long accepted the stance that it was their responsibility to desegregate. It has changed its boundaries, closed some inadequate facilities and improved others in order to disestablish a dual school system. Although it expresses a philosophy of open enrollment, it was demographically impossible to desegregate all schools in 1970, an observation concurred with by the court. Acting under the orders of the court, a zoning plan was produced which would have desegregated almost every school had the parents complied and maintained their housing sites. Also, under the sanction of the court, busing was not considered appropriate because the system had no busing program and the city is so large that desegregation of schools in some communities other than by busing was and is an impossible task. Therefore, under the existing constraints, Birmingham attempted a program of Comprehensive Desegregation as it was able to do so. An additional factor that best lies in the Comprehensive Desegregation category is the extent to which they have desegregated the staffs. Opinions suggest that this was not done in an equitable manner but, nevertheless, all students are in schools with completely desegregated teaching staffs.

Some of the Mercer criteria are difficult to interpret consistently. One such criterion, at Stage 4, is that students should have equality of educational opportunity. At one level one might correctly observe that even in the most homogeneous of educational settings the opportunities afforded children at the individual level show great variance. At another level, the one in force in Birmingham, equal opportunity means that at the building level all students have access to the same materials, facilities and comparable teachers. In this sense there is equal opportunity. At the same time there were observed discrepancies in quality and budgetary allocations across schools. In this sense, opportunities are not equal, but not directly because of the race of the students. If one were to interpret equal opportunity in accord with the current educational jargon, the position would be that all students should be taught individually and through techniques appropriate to a variety of learning styles, be they related to race, culture, income level, etc. This position is an ideal, not a technologically practical ability. But up to the current investigation Birmingham has not recognized this view as an objective and for that reason should be rated between Stages 3 and 4.

Another consideration when using the Mercer model to explain or discuss the status of a district's desegregation plan is that one must refrain from assuming that all segments of the community are at the same point on the continuum. It is conceivable that the Board of Education and the district administration could be at a more advanced stage or level of understanding, operation and/or acceptance than parents, other persons in the community or even members of the professional staff in the district. This is often true because of obligations placed on boards of education and school administrations as legal entities to desegregate or otherwise rectify some ill that might heretofore have been perpetuated. An indicator of such a discrepancy is vividly illustrated by the White withdrawal from the public schools to the surrounding county and private schools.

One of the warmest feelings the study team was left with was the potential for improvement within the Mercer model in Birmingham. In spite of

many observations of ineffective education the new leadership and the proposed priorities for improvements are incredibly well founded and conceived. If the expected educational quality accompanies these proposed modifications one could easily speculate that children will return from the private and county schools. Another vitally important factor is the soundness and liberal leadership of the municipal government which goes hand-in-hand with education in Birmingham.

Final Remarks

The data in this report were gleaned from prepared documents, formal and informal observations, and from structured and unstructured interviews. As a study team of five spent five days in only 12 of the 91 schools, this report is by no means exhaustive. Many constraints, primarily time and money, prevented a more thorough study. However, the team attempted to collect the most relevant data and report it in such a fashion that others might learn and benefit from the story of Birmingham.

APPENDIX A

Court Decision Requiring the Implementation of Freedom of Choice in 1967-68

Dr. Banks
Box 114
35202

Freedom of Choice

IN THE UNITED STATES DISTRICT COURT FOR THE NORTHERN DISTRICT OF ALABAMA, SOUTHERN DIVISION

DWIGHT ARMSTRONG, ET AL, Plaintiffs		
vs.		CIVIL ACTION NO. 9678
BOARD OF EDUCATION OF THE CITY OF BIRMINGHAM, JEFFERSON COUNTY, ALABAMA, ET AL, Defendants		

FILED IN CLERK'S OFFICE
NORTHERN DISTRICT OF ALABAMA
MAY 8 - 1967
WILLIAM E. [illegible]
CLERK, U. S. DISTRICT COURT

In conformity with the mandate of the United States Court of Appeals for the Fifth Circuit, sitting en banc, in the case of United States, et al v. Jefferson County Board of Education, et al (March 29, 1967), the decree of this court entered herein on July 28, 1964, is hereby amended and corrected to read as follows:

CORRECTED DECREE

It is ORDERED, ADJUDGED and DECREED that the defendants, their agents, officers, employees and successors and all those in active concert and participation with them, be and they are permanently enjoined from discriminating on the basis of race or color in the operation of the Birmingham Public School System. As set out more particularly in the body of the decree, they shall take affirmative action to disestablish all school segregation and to eliminate the effects of the dual school system:

I.

SPEED OF DESEGREGATION

Commencing with the 1967-68 school year, in accordance with this decree, all grades, including kindergarten grades, shall be desegregated and pupils assigned to schools in these grades without regard to race or color.

II.

EXERCISE OF CHOICE

The following provisions shall apply to all grades:

(a) Who May Exercise Choice. A choice of schools may be exercised by a parent or other adult person serving as the student's parent. A student may exercise his own choice if he (1) is exercising a choice for the ninth or a higher grade, or (2) has reached the age of fifteen at the time of the exercise of choice. Such a choice by a student is controlling unless a different choice is exercised for him by his parent or other adult person serving as his parent during the choice period or at such later time as the student exercises a choice. Each reference in this decree to a student's exercising a choice means the exercise of the choice, as appropriate, by a parent or such other adult, or by the student himself.

(b) Annual Exercise of Choice. All students, both white and Negro, shall be required to exercise a free choice of schools annually.

(c) Choice Period. The period for exercising choice shall commence May 15 ~~May~~ 1967 and end May 31 ~~June~~ 1967, and in subsequent years shall commence March 1 and end March 31 preceding the school year for which the choice is to be exercised. No student or prospective student who exercises his choice within the choice period shall be given any preference because of the time within the period when such choice was exercised.

(d) Mandatory Exercise of Choice. A failure to exercise a choice within the choice period shall not preclude any student from exercising a choice at any time before he commences school for the year with respect to which the choice applies, but such choice may be subordinated to the choices of students who exercised choice before the expiration of the choice period. Any student who has not exercised his choice of school within a week after school opens shall be assigned to the school nearest his home where space is available under standards for determining available space which shall be applied uniformly throughout the system.

(e) Public Notice. On or within a week before the date the choice period opens, the defendants shall arrange for the conspicuous publication of a notice describing the provisions of this decree in the newspaper most generally circulated in the community. The text of the notice shall be substantially similar to the text of the explanatory letter sent home to parents. Publication as a legal notice will not be sufficient. Copies of this notice must also be given at that time to all radio and television stations located in the community. Copies of this decree shall be posted in each school in the school system and at the office of the Superintendent of Education.

(f) Mailing of Explanatory Letters and Choice Forms. On the first day of the choice period there shall be distributed by first-class mail an explanatory letter and a choice form to the parent (or other adult person acting as parent, if known to the defendants) of each student, together with a return envelope addressed to the Superintendent. Should the defendants satisfactorily demonstrate to the court that they are unable to comply with the requirement of distributing the explanatory letter and choice form by first-class mail, they shall propose an alternative method which will maximize individual notice, i.e., personal notice to

parents by delivery to the pupil with adequate procedures to insure the delivery of the notice. The text for the explanatory letter and choice form shall essentially conform to the sample letter and choice form appended to this decree.

(g) Extra Copies of the Explanatory Letter and Choice Form. Extra copies of the explanatory letter and choice form shall be freely available to parents, students, prospective students, and the general public at each school in the system and at the office of the Superintendent of Education during the times of the year when such schools are usually open.

(h) Content of Choice Form. Each choice form shall set forth the name and location and the grades offered at each school and may require of the person exercising the choice the name, address, age of student, school and grade currently or most recently attended by the student, the school chosen, the signature of one parent or other adult person serving as parent, or where appropriate the signature of the student, and the identity of the person signing. No statement of reasons for a particular choice, or any other information, or any witness or other authentication, may be required or requested, without approval of the court.

(i) Return of Choice Form. At the option of the person completing the choice form, the choice may be returned by mail, in person, or by messenger to any school in the school system or to the office of the Superintendent.

(j) Choices not on Official Form. The exercise of choice may also be made by the submission in like manner of any other writing which contains information sufficient to identify the student and indicates that he has made a choice of school.

(k) Choice Forms Binding. When a choice form has once been submitted and the choice period has expired, the choice is binding for the entire school year and may not be changed except

in cases of parents making different choices from their children under the conditions set forth in paragraph II (c) of this decree and in exceptional cases where, absent the consideration of race, a change is educationally called for or where compelling hardship is shown by the student. A change in family residence from one neighborhood to another shall be considered an exceptional case for purposes of this paragraph.

(l) Preference in Assignment. In assigning students to schools, no preferences shall be given to any student for prior attendance at a school and, except with the approval of court in extraordinary circumstances, no choice shall be denied for any reason other than overcrowding. In case of overcrowding at any school, preference shall be given on the basis of the proximity of the school to the homes of the students choosing it, without regard to race or color. Standards for determining overcrowding shall be applied uniformly throughout the system.

(m) Second Choice where First Choice is Denied. Any student whose choice is denied must be promptly notified in writing and given his choice of any school in the school system serving his grade level where space is available. The student shall have seven days from the receipt of notice of a denial of first choice in which to exercise a second choice.

(n) Transportation. Where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve each student choosing any school in the system. Every student choosing either the formerly white or the formerly Negro school nearest his residence must be transported to the school to which he is assigned under these provisions, whether or not it is his first choice, if that school is sufficiently distant from his home to make him eligible for transportation under generally applicable transportation rules.

(o) Officials not to Influence Choice. At no time shall any official, teacher, or employee of the school system influence any parent, or other adult person serving as a parent, or any student, in the exercise of a choice or favor or penalize any person because of a choice made. If the defendant school board employs professional guidance counselors, such persons shall base their guidance and counselling on the individual student's particular personal, academic, and vocational needs. Such guidance and counselling by teachers as well as professional guidance counsellors shall be available to all students without regard to race or color.

(p) Protection of Persons Exercising Choice. Within their authority school officials are responsible for the protection of persons exercising rights under or otherwise affected by this decree. They shall, without delay, take appropriate action with regard to any student or staff member who interferes with the successful operation of the plan. Such interference shall include harassment, intimidation, threats, hostile words or acts, and similar behavior. The school board shall not publish, allow, or cause to be published, the names or addresses of pupils exercising rights or otherwise affected by this decree. If officials of the school system are not able to provide sufficient protection, they shall seek whatever assistance is necessary from other appropriate officials.

III.

PROSPECTIVE STUDENTS

Each prospective new student shall be required to exercise a choice of schools before or at the time of enrollment. All such students known to defendants shall be furnished a copy of the prescribed letter to parents, and choice form, by mail or in person, on the date the choice period opens or as soon thereafterafter as the school system learns that he plans to enroll. Where there is no pre-registration procedure for newly entering students, copies

of the choice forms shall be available at the Office of the Superintendent and at each school during the time the school is usually open.

IV.

TRANSFERS

(a) Transfers for Students. Any student shall have the right at the beginning of a new term, to transfer to any school from which he was excluded or would otherwise be excluded on account of his race or color.

(b) Transfers for Special Needs. Any student who requires a course of study not offered at the school to which he has been assigned may be permitted, upon his written application, at the beginning of any school term or semester, to transfer to another school which offers courses for his special needs.

(c) Transfers to Special Classes or Schools. If the defendants operate and maintain special classes or schools for physically handicapped, mentally retarded, or gifted children, the defendants may assign children to such schools or classes on a basis related to the function of the special class or school that is other than freedom of choice. In no event shall such assignments be made on the basis of race or color or in a manner which tends to perpetuate a dual school system based on race or color.

V.

SERVICES, FACILITIES, ACTIVITIES AND PROGRAMS

No student shall be segregated or discriminated against on account of race or color in any service, facility, activity, or program (including transportation, athletics, or other extracurricular activity) that may be conducted or sponsored by the school in which he is enrolled. A student attending school for the first time on a desegregated basis may not be subject to any

disqualification or waiting period for participation in activities and programs, including athletics, which might otherwise apply because he is a transfer or newly assigned student except that such transferees shall be subject to longstanding, non-racially based rules of city, county, or state athletic associations dealing with the eligibility of transfer students for athletic contests. All school use or school-sponsored use of athletic fields, meeting rooms and all other school related services, facilities, activities, and programs such as commencement exercises and parent-teacher meetings which are open to persons other than enrolled students, shall be open to all persons without regard to race or color. All special educational programs conducted by the defendants shall be conducted without regard to race or color.

VI.

SCHOOL EQUALIZATION

(a) Inferior Schools. In schools heretofore maintained for Negro students, the defendants shall take prompt steps necessary to provide physical facilities, equipment, courses of instruction, and instructional materials of quality equal to that provided in schools previously maintained for white students. Conditions of overcrowding, as determined by pupil-teacher ratios and pupil-classroom ratios shall, to the extent feasible, be distributed evenly between schools formerly maintained for Negro students and those formerly maintained for white students. If for any reason it is not feasible to improve sufficiently any school formerly maintained for Negro students, where such improvement would otherwise be required by this paragraph, such school shall be closed as soon as possible, and students enrolled in the school shall be reassigned on the basis of freedom of choice. By October of each year, defendants shall report to the Clerk of the Court pupil-teacher ratios, pupil-classroom

ratios, and per-pupil expenditures both as to operating and capital improvement costs, and shall outline the steps to be taken and the time within which they shall accomplish the equalization of such schools.

(b) Remedial Programs. The defendants shall provide remedial education programs which permit students attending or who have previously attended segregated schools to overcome past inadequacies in their education.

VII.

NEW CONSTRUCTION

The defendants, to the extent consistent with the proper operation of the school system as a whole, shall locate any new school and substantially expand any existing schools with the objective of eradicating the vestiges of the dual system.

VIII.

FACULTY AND STAFF

(a) Faculty Employment. Race or color shall not be a factor in the hiring, assignment, reassignment, promotion, demotion, or dismissal of teachers and other professional staff members, including student teachers, except that race may be taken into account for the purpose of counteracting or correcting the effect of the segregated assignment of faculty and staff in the dual system. Teachers, principals, and staff members shall be assigned to schools so that the faculty and staff is not composed exclusively of members of one race. Wherever possible, teachers shall be assigned so that more than one teacher of the minority race (White or Negro) shall be on a desegregated faculty. Defendants shall take positive and affirmative steps to accomplish the desegregation of their school faculties and to achieve substantial desegregation of faculties in as many of the schools as possible for the 1967-68 school year notwithstanding

that teacher contracts for the 1967-68 or 1968-69 school years may have already been signed and approved. The tenure of teachers in the system shall not be used as an excuse for failure to comply with this provision. The defendants shall establish as an objective that the pattern of teacher assignment to any particular school not be identifiable as tailored for a heavy concentration of either Negro or white pupils in the school.

(b) Dismissals. Teachers and other professional staff members may not be discriminatorily assigned, dismissed, demoted, or passed over for retention, promotion, or rehiring, on the ground of race or color. In any instance where one or more teachers or other professional staff members are to be displaced as a result of desegregation, no staff vacancy in the school system shall be filled through recruitment from outside the system unless no such displaced staff member is qualified to fill the vacancy. If, as a result of desegregation, there is to be a reduction in the total professional staff of the school system, the qualifications of all staff members in the system shall be evaluated in selecting the staff member to be released without consideration of race or color. A report containing any such proposed dismissals, and the reasons therefor, shall be filed with the Clerk of the Court, serving copies upon opposing counsel, within five (5) days after such dismissal, demotion, etc., as proposed.

(c) Past Assignments. The defendants shall take steps to assign and reassign teachers and other professional staff members to eliminate the effects of the dual school system.

IX.

REPORTS TO THE COURT

(1) Report on Choice Period. The defendants shall serve upon the opposing parties and file with the Clerk of the Court on or before ~~May 15~~ July 1, 1967, ~~and on or before June 15, 1967~~, and in each

subsequent year on or before June 1, a report tabulating by race the number of choice applications and transfer applications received for enrollment in each grade in each school in the system, and the number of choices and transfers granted and the number of denials in each grade of each school. The report shall also state any reasons relied upon in denying choice and shall tabulate, by school and by race of student, the number of choices and transfers denied for each such reason.

In addition, the report shall show the percentage of pupils actually transferred or assigned from segregated grades or to schools attended predominantly by pupils of a race other than the race of the applicant, for attendance during the 1966-67 school year, with comparable data for the 1965-66 school year. Such additional information shall be included in the report served upon opposing counsel and filed with the Clerk of the Court.

(2) Report After School Opening. The defendants shall, in addition to reports elsewhere described, serve upon opposing counsel and file with the Clerk of the Court ~~within 15 days~~ on or before October 1st after the opening of schools for the fall semester of each year, a report setting forth the following information:

(i) The name, address, grade, school of choice and school of present attendance of each student who has withdrawn or requested withdrawal of his choice of school or who has transferred after the start of the school year, together with a description of any action taken by the defendants on his request and the reasons therefor.

(ii) The number of faculty vacancies, by school, that have occurred or been filled by the defendants since the order of this Court or the latest report submitted pursuant to this sub-paragraph. This report shall state the race of the teacher employed to fill each such

vacancy and indicate whether such teacher is newly employed or was transferred from within the system. The tabulation of the number of transfers within the system shall indicate the schools from which and to which the transfers were made. The report shall also set forth the number of faculty members of each race assigned to each school for the current year.

(iii) The number of students by race, in each grade of each school.

EXPLANATORY LETTER

(School System Name and Office Address)

(Date Sent)

Dear Parent:

All grades in our school system will be desegregated next year. Any student who will be entering one of these grades next year may choose to attend any school in our system, regardless of whether that school was formerly all-white or all-Negro. It does not matter which school your child is attending this year. You and your child may select any school you wish.

Every student, white and Negro, must make a choice of schools. If a child is entering the ninth or higher grade, or if the child is fifteen years old or older, he may make the choice himself. Otherwise a parent or other adult serving as parent must sign the choice form. A child enrolling in the school system for the first time must make a choice of schools before or at the time of his enrollment.

The form on which the choice should be made is attached to this letter. It should be completed and returned by June 1, 1957. You may mail it in the enclosed envelope, or deliver it by messenger or by hand to any school principal or to the Office of

the Superintendent at any time between May 1 and June 1. No one may require you to return your choice form before June 1 and no preference is given for returning the choice form early.

No principal, teacher, or other school official is permitted to influence anyone in making a choice or to require early return of the choice form. No one is permitted to favor or penalize any student or other person because of a choice made. A choice once made cannot be changed except for serious hardship.

No child will be denied his choice unless for reasons of overcrowding at the school chosen, in which case children living nearest the school will have preference.

Transportation will be provided, if reasonably possible, no matter what school is chosen. [Delete if the school system does not provide transportation.]

Your School Board and the school staff will do everything we can to see to it that the rights of all students are protected and that desegregation of our schools is carried out successfully.

Sincerely yours,

Superintendent.

CHOICE FORM

This form is provided for you to choose a school for your child to attend next year. You have 30 days to make your choice. It does not matter which school your child attended last year, and does not matter whether the school you choose was formerly a white or Negro school. This form must be mailed or brought to the principal of any school in the system or to the office of the Superintendent, [address], by June 1, 1967. A choice is required for each child.

Name of child . . . . . .
(Last) (First) (Middle)

Address . . . . . .

Name of Parent or other
adult serving as parent . . . . . .

If child is entering first grade, date of birth:

. . . . . .
(Month) (Day) (Year)

Grade child is entering . . . . . .

School attended last year . . . . . .

Choose one of the following schools by marking an X beside the name.

Name of School	Grade	Location
. . . . .	. . . . .	. . . . .
. . . . .	. . . . .	. . . . .
. . . . .	. . . . .	. . . . .
. . . . .	. . . . .	. . . . .

Signature . . . . . .

Date . . . . . .

. . . . . .

. . . . . .

To be filled in by Superintendent:

School Assigned . . . . . [1]

Done, this the 8th day of May, 1967.

/s/ Seybourn H. Lynne
Chief Judge.

1 In subsequent years the dates in both the explanatory letter and the choice form should be changed to conform to the choice period.

APPENDIX B

Notification of and Application for

The Exercise of the Freedom of Choice

Option

TO THE STUDENTS OF THE BIRMINGHAM PUBLIC SCHOOL SYSTEM
WHOSE RESIDENCES ARE IN THE BIRMINGHAM SCHOOL DISTRICT
UNDER THE SUPERVISION OF THE CITY OF BIRMINGHAM
BOARD OF EDUCATION, THE PARENTS OF SUCH STUDENTS,
THE TEACHERS AND OTHER SCHOOL PERSONNEL:

The following Desegregation Plan pursuant to the Court Order and Decree, Civil Action No. 9678, signed by Judge Seybourn H. Lynne and filed May 8, 1967, will be continued for the school year 1968-69. The following information is made available for public notice in accordance with the requirements.

All grades in our school system will be desegregated again next year. Any student who will be entering one of these grades next year may choose to attend any school in our system, regardless of whether that school was formerly all-white or all-Negro. It does not matter which school your child is attending this year. You and your child may select any school you wish.

Every student, white and Negro, must make a choice of schools. If a child is entering the ninth or a higher grade, or if the child is fifteen years old or older, he may make the choice himself. Otherwise a parent or other adult serving as parent must sign the choice form. A child enrolling in the school system for the first time must make a choice of schools before or at the time of his enrollment.

The form on which the choice should be made will be attached to the letter to be sent to the parents on March 1, 1968. It should be completed and returned by March 31, 1968. You may mail it or deliver it by messenger or by hand to any school principal or to the Office of the Superintendent at any time between March 1 and March 31. No one may require you to return your choice form before March 31 and no preference is given for returning the choice form early.

No principal, teacher, or other school official is permitted to influence anyone in making a choice or to require early return of the choice form. No one is permitted to favor or penalize any student or other person because of a choice made. A choice once made cannot be changed except for serious hardship.

No child will be denied his choice unless for reasons of overcrowding at the school chosen, in which case children living nearest the school will have preference.

<u>YOUR FULL COOPERATION IN EXERCISING A CHOICE DURING THE MONTH OF MARCH WILL ENABLE THE BOARD OF EDUCATION TO MAKE ADEQUATE PLANS FOR THE OPENING OF SCHOOLS IN SEPTEMBER. PARENTS OF PROSPECTIVE FIRST GRADERS ARE ENCOURAGED TO MAKE A CHOICE IN MARCH ALSO.</u>

Sincerely yours,

Raymond Christian

Superintendent

Desegregation
Form I-68

BIRMINGHAM PUBLIC SCHOOLS
2015 7th Avenue, North
P. O. Drawer 114
Birmingham, Alabama 35202

March 1, 1968

Dear Parent:

All grades in our school system will be desegregated again next year. Any student may choose to attend any school in our system, regardless of whether that school was formerly all-white or all-Negro. It does not matter which school your child is attending this year. You and your child may select any school you wish for the year 1968-69 which begins September 3, 1968.

Every student, white and Negro, must make a choice of schools. If a child is entering the ninth or a higher grade, or if the child is fifteen years old or older, he may make the choice himself. Otherwise a parent or other adult serving as parent must sign the choice form. A child enrolling in the school system for the first time must make a choice of schools before or at the time of his enrollment. This includes new first graders.

The form on which the choice should be made is attached to this letter. It should be completed and returned by March 31, 1968. You may mail it, or deliver it by messenger, or by hand, to any school principal, or to the Office of the Superintendent at any time between March 1 and March 31. No one may require you to return your choice form before March 31 and no preference is given for returning the choice form early within the choice period.

No principal, teacher, or other school official is permitted to influence anyone in making a choice or to require early return of the choice form. No one is permitted to favor or penalize any student or other person because of a choice made. A choice once made cannot be changed except for serious hardship.

No child will be denied his choice unless for reasons of overcrowding at the school chosen, in which case children living nearest the school will have preference. A student whose first choice is denied may make a second choice.

Your School Board and the school staff will do everything we can to see to it that the rights of all students are protected.

YOUR FULL COOPERATION IN EXERCISING A CHOICE DURING THE MONTH OF MARCH WILL ENABLE THE BOARD OF EDUCATION TO MAKE ADEQUATE PLANS FOR THE OPENING OF SCHOOLS IN SEPTEMBER. PARENTS OF PROSPECTIVE FIRST GRADERS ARE ENCOURAGED TO MAKE A CHOICE IN MARCH ALSO.

Sincerely yours,

Raymond Christian

Raymond Christian
Superintendent

Date Received if after March 31, 1968

Desegregation Form 11-66

CHOICE FORM

BIRMINGHAM PUBLIC SCHOOLS

1968-69

This form is provided for you to choose a school for your child to attend next year. You have until March 31, 1968, to make your choice. It does not matter which school your child is attending now, and it does not matter whether the school you choose was formerly a white or Negro school. This form must be mailed or brought to the principal of any school in the system or to the office of the Superintendent, 2015 7th Avenue, North, Birmingham, Alabama, by March 31, 1968. A CHOICE IS REQUIRED FOR EACH CHILD.

Name of child _____ (Last) _____ (First) _____ (Middle)

Address _____ (Zip Code)

Name of parent or other adult serving as parent _____

If child is entering first grade, date of birth: _____ (Month) _____ (Day) _____ (Year)

Grade child will enter in September, 1968 _____

School attended 1967-68 _____

CHOOSE ONE OF THE FOLLOWING SCHOOLS BY MARKING AN X BESIDE THE NAME

Place X By School Chosen (One Only)	Name of School	Grades	Location
	HIGH SCHOOLS		
( )	Banks	9-12	721 86th Street, South, 35206
( )	Carver	9-12	3400 33rd Terrace, North, 35207
( )	Ensley	9-12	2301 Avenue J, Ensley, 35218
( )	Glenn	9-12	901 16th Street, West, 35208
( )	Hayes	9-12	505 43rd Street, North, 35222
( )	Huffman High	9-11	950 Springville Road, 35215
( )	Jones Valley High	9-12	2000 31st Street, S. W., 35211
( )	Parker	9-12	300 8th Avenue, North, 35204
( )	Phillips	9-12	2316 7th Avenue, North, 35203
( )	Ramsay	9-12	1800 13th Avenue, South, 35205
( )	Ullman	9-12	625 12th Street, South, 35233
( )	West End	9-12	1840 Pearson Avenue, 35211
( )	Western	9-12	519 12th Street, Ensley, 35218
( )	Woodlawn	9-12	3620 First Avenue, North, 35212
	ELEMENTARY SCHOOLS		
( )	Avondale	1-8	4000 8th Court, South, 35222
( )	Baker	1-8	3013 Avenue F, Ensley, 35218
( )	Barrett	1-8	7601 Division Avenue, 35206
( )	Brown	1-8	4811 Court J, 35208
( )	Bryant	1-8	6440 Washington Boulevard, 35212
( )	Bush	1-8	1112 25th Street, Ensley, 35218
( )	Butler	1-8	1218 48th Street, South, 35222
( )	Calloway	1-8	3417 34th Terrace, North, 35207
( )	Cameron	1-8	Avenue H and 14th Street, South, 35205
( )	Center Street	1-8	1832 Center Way, 35205
( )	Central Park	1-8	4915 Avenue Q, Central Park, 35208
( )	Christian	1-8	701 Sunset Drive, 35206
( )	Comer	1-8	1220 50th Street, South, 35222
( )	Councill	1-8	1400 Avenue M, Ensley, 35218
( )	Curry	1-8	7900 8th Avenue, North, 35206
( )	Davis	1-8	417 29th Street, South, 35233
( )	Dudley	1-8	4308 42nd Street, North, 35217
( )	Dupuy	1-8	4500 14th Avenue, North, 35212
( )	Eagan	1-8	1710 31st Avenue, North, 35207
( )	East Lake	1-8	7525 Madrid Avenue, East Lake, 35206
( )	Elyton	1-8	6 Tuscaloosa Avenue, 35211
( )	Eureka	1-8	812 18th Way, S. W., 35211
( )	Fairmont	1-8	4320 Lewisburg Road, 35207
( )	Fairview	1-8	2623 29th Street, Ensley, 35208
( )	Finley Avenue	1-8	135 Finley Avenue, West, 35204
( )	Gate City	1-8	6910 Georgia Road, Gate City, 35212

(OVER)

PLEASE SIGN ON BACK

ELEMENTARY SCHOOLS (Continued)

Place X By School Chosen (One Only)	Name of School	Grades	Location
( )	Gibson	1-8	956 50th Street, North, 35212
( )	Glen Iris	1-8	1115 South 11th Street, 35205
( )	Going	1-8	1015 North Martinwood Drive, 35235
( )	Gorgas	1-8	930 21st Avenue, West, 35204
( )	Graymont	1-8	300 8th Avenue, West, 35204
( )	Green Acres	1-8	945 Pineview Road, 35228
( )	Hemphill	1-8	1240 Cotton Avenue, 35211
( )	Hill	1-8	507 3rd Street, North, 35204
( )	Holman	1-8	5130 8th Court, South, 35212
( )	Hudson	1-8	3300 Huntsville Road, North, 35207
( )	Huffman Elementary	1-8	517 Huffman Road, 35215
( )	Inglenook	1-8	4120 Inglenook Street, 35217
( )	Jackson	1-8	1401 16th Way, S.W., 35211
( )	Jones Valley Elementary	1-8	2921 Dowell Avenue, S.W., 35211
( )	Kennedy	1-8	125 63rd Street, North, 35212
( )	Kingston	1-8	801 46th Street, North, 35212
( )	Lakeview	1-8	2801 Clairmont Avenue, 35205
( )	Lane	1-8	410 13th Street, South, 35233
( )	Lee	1-8	630 18th Street, S.W., 35211
( )	Lewis	1-8	2015 26th Avenue, North, 35234
( )	Lincoln	1-8	901 9th Avenue, North, 35204
( )	Martin	1-6	1325 12th Street, North, 35204
( )	McArthur	1-8	2418 17th Avenue, North, 35234
( )	McCaw	1-8	1020 Avenue M, Ensley, 35214
( )	McElwain	1-8	4447 Montevallo Road, 35213
( )	Minor	1-8	2425 Avenue S, Ensley, 35218
( )	Moore	1-5	1401 Avenue G, Ensley, 35218
( )	North Birmingham	1-8	2620 35th Avenue, North, 35207
( )	North Roebuck	1-8	300 Red Lane Road, 35215
( )	Northside	1-8	2301 11th Avenue, North, 35234
( )	Norwood	1-8	3136 Norwood Boulevard, 35234
( )	Oliver	1-8	6871 6th Court, South, 35212
( )	Patterson	1-8	210 64th Street, South, 35212
( )	Powderly	1-8	Dawson Avenue and 20th Street, S.W., 35211
( )	Powell	1-8	2331 6th Avenue, North, 35203
( )	Pratt	1-8	306 Avenue U, Pratt City, 35214
( )	Price	1-8	532 28th Street, S.W., 35211
( )	Princeton	1-8	1425 2nd Avenue, West, 35208
( )	Putnam	1-8	1757 Montclair Road, 35210
( )	Riggins	1-8	3177 44th Court, North, 35207
( )	Riley	1-8	2801 35th Street, S.W., 35211
( )	Robinson	1-8	8400 First Avenue, South, 35206
( )	Scott	1-8	Cherry Avenue & Hibernian Street, F. C., 35214
( )	Scars	1-8	500 93rd Street, North, 35206
( )	Sherman Heights	1-8	2000 Pleasant Hill Road, 35224
( )	Shields	1-8	3969 14th Avenue, North, 35234
( )	Smith	1-8	1124 Five Mile Road, 35215
( )	South East Lake	1-8	720 86th Street, South, 35206
( )	Spaulding	1-6	1720 12th Street, S.W., 35211
( )	Thomas Furnace	1-6	833 8th Street, Thomas, 35214
( )	Tuggle	1-6	412 12th Court, North, 35204
( )	Tuxedo	1-8	2009 Avenue Q, 35218
( )	Washington	1-8	115 4th Avenue, South, 35205
( )	Welton	1-8	3716 5th Avenue, Ensley (Wylam), 35224
( )	West Center Street	1-8	1712 3rd Street, S.W., 35211
( )	Whatley	1-8	549 43rd Street, North, 35222
( )	Wilkerson	1-8	116 11th Court, North, 35204
( )	Wilson	1-8	1030 4th Terrace, West, 35204
( )	Wylam	1-8	701 41st Street, Wylam, 35214
( )	Zion Heights	1-6	1 39th Avenue, North, 35207
( )			

Signature _____
of Person Making the Choice

Relationship to Student _____

Date _____

This space is reserved for the Superintendent of Schools: _____

_____

_____

106

School Assigned _____

APPENDIX C

Superintendent's Letter to

Staff Requesting Transfers

ROBERT C. ARTHUR
President
DR. C. W. NEVILLE
D. R. PHARES
DONALD L. NEWSOM
MRS. SAM. F. PHILLPS

BOARD OF EDUCATION
P. O. DRAWER 114
BIRMINGHAM, ALABAMA 35202
323-8521

OFFICE OF SUPT. INTENDENT

June 19, 1968

To Principals, Teachers, and Registrars in the Birmingham Public Schools:

The United States Court of Appeals for the Fifth Circuit has ordered the Birmingham Board of Education to desegregate the staffs of all schools in the system. Since the Board has no choice in this matter, it is inquiring of each staff member as to his or her willingness to accept a transfer or assignment to a school in Birmingham which, in the past, has been attended by pupils and/or staffed by members predominantly of the race other than his or her own.

Insofar as possible, the Board plans to place teachers who volunteer to change so that two or more teachers of the minority race will be in a school. The Board does not wish to make involuntary assignments. However, unless the Board obtains a sufficient number of volunteers or expressions of willingness to accept such assignments, it may be ordered to make involuntary assignments.

The Board, therefore, solicits your cooperation and requests that you fill out the information requested below and return it to the Personnel Office over your signature (in the enclosed stamped self-addressed envelope). Your immediate attention and reply are urged so that the Board may meet its deadline in making its report to the court.

With appreciation,

Raymond Christian

Raymond Christian, Superintendent

1. Would you be willing to accept a transfer or assignment (for the school year beginning in September 1968) to a school in Birmingham which, in the past, has been attended by pupils and/or staffed by members predominantly of the race other than your own?

   CIRCLE ONE: YES NO

2. IF the Board were ordered to make involuntary transfers and assignments, and you were so assigned, would you accept?

   CIRCLE ONE: YES NO

* * * * * * *

SIGNATURE OF EMPLOYEE _____

RACE _____ SEX _____ DATE _____

APPROXIMATE TOTAL YEARS IN THIS SYSTEM _____

PRESENT SCHOOL (1968-69) _____

PRESENT GRADE, SUBJECT, OR JOB _____

(PLEASE RETURN ONE COPY - KEEP ONE COPY)

APPENDIX D

A Report to the Court on Staff

Integration as of

June 21, 1968

BIRMINGHAM PUBLIC SCHOOLS
A REPORT TO THE COURT ON STAFF INTEGRATION AS OF JUNE 21, 1968

Pursuant to the Court Order of May 8, 1967, an intensive effort was made by the Administrative Staff to induce teachers to teach in schools where the staff members were predominantly of the opposite race. During the summer months of 1967, Mr. Claude McLain, Mr. N. P. Ardillo, and Dr. W. C. Matherson interviewed some 200 people.

As a result of these interviews, 21 Negro teachers were assigned to predominantly white schools and four white teachers were assigned to Negro schools. These teachers were assigned to eight white high schools, three Negro high schools, and three white elementary schools.

Student teachers were placed in cooperation with the colleges and universities on a non-discriminatory basis. Twenty-six Negro student teachers from Alabama A & M College were placed in predominantly white schools. Five white student teachers from the University of Alabama were placed in predominantly Negro schools.

STEPS TAKEN IN PREPARING FOR THE SCHOOL YEAR 1968-69 WHICH BEGINS SEPTEMBER 1968
(JANUARY 1, 1968 UP TO AND THROUGH JUNE 21, 1968)

1. Every new teacher applicant interviewed for employment, both Negro and white, was asked this question: "Will you accept an assignment in an opposite race school where the staff members are predominantly of the opposite race?" It is estimated that some 450 people were interviewed in this manner. These interviews were conducted by Mr. Claude McLain , Dr. W. C. Matherson, Mr. N. P. Ardillo, and Mr. James Goodson.
2. As a result of these interviews, 26 white applicants expressed a willingness to teach in a school where the staff members are predominantly of the opposite race. All 26 of these applicants were sent contracts.

Thirty-five Negro applicants who expressed a willingness to teach in schools where the staff members are predominantly of the opposite race are being assigned to teaching positions as they become available, taking into consideration the fact that volunteers within the system will be assigned before the need for additional new teachers can be determined, and giving consideration to the fact that the overall enrollment of the school system is declining, thus necessitating fewer teachers for next year than were employed this year.

3. Beginning in May 1968, Dr. Raymond Christian, Superintendent, invited each principal in the school system, both white and Negro, to send three to five teachers from his school to meetings to be held in the Board of Education building, so that he personally might explain to them the intent of the Jefferson Decree specifically as it relates to staff desegregation. He made a direct appeal to all 417 people who attended these meetings to consider teaching in a school where staff members are predominantly of the opposite race.

Conferences were held as follows in the Board of Education building:

Date	No. Present
Tuesday, May 21	83
Wednesday, May 22	83
Friday, May 24	85
Tuesday, May 28	84
Wednesday, May 29	82
	417

In order to get this message to all staff members, Dr. Christian asked the school representatives to go back and give the same information they had received to the other staff members in their schools.

All 417 persons were invited to give this matter serious consideration and to express their willingness to transfer. They were asked to give their decisions to either Mr. McLain , Dr. Matherson, Mr. Ardillo, or Mr. Goodson.

4. As a result of the Superintendent's personal appeal to these 417 people
   (a) Thirty-one Negro teachers and four white teachers volunteered to teach in schools where the staff members are predominantly of the opposite race.
   (b) These 35 teachers will be reassigned for the school year beginning September 1968 to schools where the staff members are predominantly of the opposite race.

5. In another effort to acquaint all the teachers with the Jefferson Decree and to induce them to consider teaching in schools where the staff members are predominantly of the opposite race, questionnaires were mailed (first class mail with an enclosed stamped self-addressed return envelope) to 2,672 principals, teachers, and registrars. They were asked: "Would you be willing to accept a transfer or assignment (for the school year beginning in September 1968) to a school in Birmingham which, in the past, has been attended by pupils and/or staffed by members predominantly of the race other than your own?" and, "IF the Board were ordered to make involuntary transfers and assignments, and you were so assigned, would you accept?" (See copy attached). Further reports will be made as to replies received.

Although the teachers who have already expressed a willingness will be assigned to a school attended predominantly by pupils opposite to the race of the teacher, until all replies are received and attitudes expressed, it is impracticable at this time to make definite assignments in regard to a particular school or grade.

6. In day-to-day interviews, a continous effort is being made to get new applicants to teach in schools where the staff members are predominantly of the opposite race.

7. A number of very fine workshops are being held during the summer at the Board of Education building in which teachers of both races are participating in the preparation of curriculum guides, instructional materials, etc., for the school year 1968-69.

APPENDIX E

Targets for the School Year

1968-69

TARGETS FOR THE SCHOOL YEAR 1968-69

It is the intention of the Birmingham Board of Education to comply with the Jefferson Decree.

(a) It plans to have one or more teachers, and two or more where possible, in each school in Birmingham where the staff members are predominantly of the opposite race.
(b) It plans to continue its program of interviewing with a view to persuading teachers to teach in schools where the staff members are predominantly of the opposite race.
(c) It intends to assign as many teachers to schools where the staff members are predominantly of the opposite race as available positions permit, realizing, of course, that teachers will be assigned in their major area of competency.
(d) Student teachers will continue to be assigned in cooperation with colleges and universities based on the racial composition of the college or university classes.
(e) A list of substitute teachers of both races will be supplied to all schools.
(f) Throughout the school year as vacancies occur due to resignations, deaths, moving out of the city, etc., continuing efforts will be made to assign teachers to schools where the staff members are predominantly of the opposite race.

The Board of Education feels that progress is being made in staff integration. The number of teachers who are willing to teach in opposite race schools is increasing significantly and as success is evidenced in the over-all program of staff integration, it will make it easier to increase the number of people who will make these changes willingly in the future.

It now looks as if more than 125 teachers will be teaching in schools where the staff members are predominantly of the opposite race. This represents a marked increase over the first year in which the program was put into operation.

Raymond Christian
Superintendent

APPENDIX F

Court Decision Containing guidelines

For the Establishment of a Unitary

School System in Birmingham

UNITED STATES DISTRICT COURT FOR THE
NORTHERN DISTRICT OF ALABAMA, SOUTHERN DIVISION

DWIGHT ARMSTRONG, et al.,

Plaintiffs,

UNITED STATES OF AMERICA,

Plaintiff-Intervenor,

vs.

THE BOARD OF EDUCATION OF THE CITY OF BIRMINGHAM, JEFFERSON COUNTY, ALABAMA, et al.,

Defendants.

CIVIL ACTION

NO. 9670

FILED IN CLERK'S OFFICE
NORTHERN DISTRICT OF ALABAMA
JUN 19 1970
WILLIAM E. DAVIS
CLERK, U. S. DISTRICT COURT
By _____ DEPUTY CLERK

FINDINGS OF FACT, CONCLUSIONS OF LAW AND FINAL JUDGMENT

FINDINGS OF FACT

The defendant Board of Education of the City of Birmingham, Alabama, has been operating a freedom of choice plan of desegregation under the model decree prescribed in United States v. Jefferson County Board of Education, 380 F.2d 385 (5th Cir. 1967). In conformity with the mandate of the United States Court of Appeals for the Fifth Circuit in United States v. Board of Education of the City of Birmingham, 417 F.2d 846 (5th Cir. 1969), and United States v. Jefferson County Board of Education, 417 F.2d 834 (5th Cir. 1969), holding freedom of choice to be inadequate for the disestablishment of dual school systems and directing the consideration of zone assignments, the defendant board on September 5, 1969, was ordered to prepare and file on December 30, 1969, plans to disestablish the dual school system in the City of Birmingham effective for the beginning of the 1970-1971 school term. Also in accordance with the requirement of United States v. Jefferson County Board of Education, supra, and the later decision of the Fifth Circuit Court

of Appeals in Singleton v. Jackson Municipal Separate School District, 419 F.2d 1211 (1969), the board was instructed to request the Office of Education of the United States Department of Health, Education and Welfare to collaborate in the preparation of the plans and to direct such plans to student and faculty assignment, facilities, athletic and other school activities, and school location and construction activities to the end of achieving conversion to a unitary system. Transportation, which is the remaining area in which the elimination of racial identification is required by Singleton and by the Supreme Court's decision in Green v. County School Board of New Kent County, 391 U.S. 430 (1968), is not a factor here since Birmingham has no school transportation system.

Pursuant to that order the board requested the Office of Education of the Department of Health, Education and Welfare to collaborate in preparation of the plan, and it was agreed by the Office of Education that such collaboration would be with its designee, the Auburn University Center for Assistance to School Systems with Problems Occasioned by Desegregation. The school board's plan was developed over a period of several months with full participation and collaboration by personnel of the Auburn Center. The plan as prepared by the school board and the Auburn Center was filed on December 30, 1969, as directed by the court's order.

SCHOOL BOARD PLAN

The school board plan is divided into five major parts relating to student assignments, personnel (including faculty and staff assignments), buildings and facilities (including new construction and site acquisition), school activities (including athletics and other extracurricular activities), and proposals for dissemination of information and techniques to aid in imple-

mentation of the plan.

Student Assignments. The Birmingham school system historically has used an 8-4 organizational structure consisting of elementary schools (grades 1-8) and high schools (grades 9-12), and the plan retains this structure. The enrollment in the Birmingham schools for the 1969-1970 school year totaled 66,174 students, consisting of 19,663 high school students and 46,511 elementary school students. The racial composition of the 1969-1970 enrollment was 31,252 whites and 34,922 Negroes, of which 9,991 whites and 9,672 Negroes were in high schools and 21,261 whites and 25,250 Negroes were in elementary schools. During the 1969-70 school year the school board operated 84 elementary schools and 14 high schools. The Birmingham school system does not provide transportation for either elementary or high school students. It is proposed by the school board plan that eight previously all black elementary schools will be closed and the city divided into 76 elementary school attendance areas and that one previously all black high school will be eliminated and the city divided into 13 high school attendance areas. For the elementary schools the attendance areas proposed by the school board are those shown on the board's revised elementary school map introduced in evidence as defendants' exhibit 13; for the high schools the proposed attendance areas are those shown on the board's revised high school map in evidence as defendants' exhibit 12. The plan also includes majority-to-minority transfer provisions for both elementary and high schools, with the right to transfer limited by the capacity of the school to which transfer is sought. For high school students (but not for elementary school students) the plan provides additionally for curriculum transfers when a course of study is not available in a student's attendance area but is available in another area and will permit twelfth graders whose

parents so desire to complete in the 1970-71 school year their schooling at the same school attended by them in 1969-70. The plan also will permit, during the 1970-71 school year only, a small number of students residing in Jefferson County who attended certain Birmingham schools in 1969-70 to continue attending those schools.

Faculty and Staff Assignments. The board intends to assign personnel so as to achieve "a range of 25 to 33 1/3% of all teachers to work in schools where their race is in the minority."

Buildings and Facilities; Construction and Site Selection. The plan states that the school board will use its present facilities and will "construct new facilities, and acquire new sites in accordance with its policy to establish a unitary school system." With respect to school construction and site selection the plan enumerates and describes 18 projects for elementary schools and six projects for high schools which are necessary to the overall effectiveness of the unitary plan. It was made known at the hearings that the board proposes to modify its plan with respect to site expansion for Parker High School. Under the plan as modified the board will acquire 1 1/2 blocks of property east of Parker's present site across 4th Street North (instead of the block north of the present site as stated in the plan) and also will acquire, if the funds are made available by the next bond election, 1/2 block of property north of the present site. (A map of the property to be acquired was introduced as defendants' exhibit 10.) All other parts of the plan's construction and site acquisition program will remain unchanged.

School Activities. The plan provides for the merger of and equal opportunities in all school activities, including athletics and athletic contests, school sponsored clubs, school sponsored leadership groups, and other school sponsored functions.

OBJECTIONS TO SCHOOL BOARD PLAN

The plaintiffs filed no objections or proposed modifications to the school board plan. At the hearing on June 5-9, 1970, it was shown that the plaintiffs had no objections to any portion of the school board plan except (1) its provision for personnel assignments and (2) its provision for the continued attendance during the 1970-71 school year of 229 Jefferson County residents at Jones Valley High School pursuant to an agreement between the Jefferson County and Birmingham boards of education. The plaintiffs were in accord with the school board in regard to student assignments and school construction and sites.

The United States as plaintiff-intervenor on January 12, 1970, filed a motion setting forth specific and limited suggestions for modification of the school board plan. These suggestions originally included proposals for the pairing of two high schools and 12 elementary schools. Subsequently and at the hearing on June 5-9, 1970, the original objections or suggestions of the United States were substantially narrowed to consist of only the following: (1) With respect to student assignments in elementary schools the only changes suggested were proposals for the pairing of the Tuxedo and Bush schools and the pairing of the Gibson and Kingston schools. (2) With respect to student assignments in high school the only change suggested by the United States was that the zone line dividing the attendance areas for the Ensley and Western (Olin) high schools be drawn as shown on defendants' exhibit 5 instead of as shown on the school board's revised high school attendance area map (defendants' exhibit 12). (3) With respect to the proposals in the school board plan for school construction the United States' objection, which was limited to the proposed improvements for Parker High School, was that construction and site location for Parker might serve to minimize desegregation. (4) With respect

to faculty and staff assignments the United States, as did the plaintiffs, urged that the plan should incorporate the provision for faculty and staff assignments prescribed by the Fifth Circuit Court of Appeals in Singleton v. Jackson Municipal Separate School District, supra, 419 F.2d at 1217-18. (5) With respect to attendance by non-residents the United States' position was the same as that of the plaintiffs as stated above relative to the 229 Jefferson County students attending Jones Valley High School in the 1970-71 school year.

The evidence which was presented at the hearing on objections to the plan held by the court on June 5-9, 1970, was confined to the several issues in controversy raised by the United States' suggestions as subsequently narrowed and outlined above.

A UNITARY SYSTEM

The plan and the evidence taken with respect to the limited areas of disagreement have been viewed in the light of the standards for disestablishment of dual schools and for conversion into a unitary school system as set forth in Alexander v. Holmes County Board of Education, 396 U.S. 19 (1969), and Singleton v. Jackson Municipal Separate School District, supra, with recognition that each school system must be judged on its own facts. In view of the suggestions in United States v. Jefferson County Board of Education, 417 F.2d 834, 836-37 (5th Cir. 1969), that "the development of such a [disestablishment] plan in each system can be readily accomplished by local effort" with consideration to be given to the views of "plaintiffs . . . represented by Negro lawyers who reside in the Birmingham area and are familiar with the school systems and the neighborhood patterns," the court also has been mindful of the fact that the plaintiffs are in harmony with the board plan in every respect except faculty assignments and attendance at Birmingham schools by a few Jefferson County residents.

120

The United States itself, furthermore, made only limited suggestions for changes in the board plan and its witness agreed that "in many areas the plan was indeed quite good." The specific suggestions or objections which were made and as to which evidence was presented will be examined below.

Student Assignments in Elementary Schools. The only elementary school attendance areas as to which there was any dispute were those for Kingston and Gibson and for Bush and Tuxedo. The school board plan proposes that students be assigned to these schools in accordance with the zone attendance areas as drawn for these schools on the board's revised map for elementary schools (defendants' exhibit 13). The plaintiffs concurred in the school board's proposal. The United States suggests the pairing of Kingston and Gibson schools (with grades 1-4 attending Kingston and grades 5-8 attending Gibson) and the similar pairing of Tuxedo and Bush schools.

While recognizing that the United States' proposal would constitute a departure, for only 4 of the 76 elementary schools, from the 8-4 organizational structure existing in the system, the government's witness (who visited Birmingham approximately one day only for examination of its schools) stated that a 4-4-4 organizational structure had been used in some systems in other parts of the country. However, there was substantial and convincing evidence through testimony of educators and traffic engineers familiar with the Birmingham schools and traffic conditions that the pairing of these schools as proposed would be educationally unsound for a number of reasons; that it would result in a severe increase in the exposure of these children, for whom no school transportation is provided, to traffic hazards and accidents; that it would result in additional costs caused by duplication of facilities and instruction and by necessary changes in physical plant; and that the use of a different organizational structure for only 4 schools

would create administrative problems. Moreover, the proposed special treatment of only 4 of the 76 schools could affect adversely the acceptability of and results achieved under the entire plan throughout the system. As against these considerations, it is evident that the degree of additional mixing in the system as a whole which might be achieved by the proposed pairing would be small indeed. Three of the 4 schools for which pairing is proposed are already mixed. It may be noted also that the predominantly black character of Tuxedo and Bush schools under the board's plan is the result of black or predominately black federal housing projects, a condition for which neither the school board nor the former system of dual schools is responsible.

It is concluded from all of the evidence on this issue that the pairing of these 4 schools proposed by the United States is not justified in view of the resultant educational, safety, and other problems as compared with the minimal amount of additional mixing which it would achieve and would not be consistent with the "proper operation of the school system as a whole." United States v. Board of Public Instruction of Polk County, 395 F.2d 66, (5th Cir. 1968). The school board's proposed attendance areas for the Kingston, Gibson, Bush and Tuxedo schools therefore will be approved.

The court accordingly approves the attendance areas for student assignments in elementary schools (grades 1-8) as shown on the school board's revised map for elementary schools (defendants' exhibit 13).

Student Assignments in High Schools. The school board proposes the assignment of students to Ensley and Western (Olin) High Schools in accordance with the attendance areas shown on the board's revised high school zone map (defendants' exhibit 12). The plaintiffs agree with the board's proposal. The United States suggests an alternative zone line between Ensley and the Western (Olin) schools

as shown on the map of the Ensley area introduced as defendants' exhibit 5.

Both of these schools also will be desegregated under the board's proposed attendance areas. The evidence revealed that the government's proposed zone line would cause severe overcrowding of the capacities of the non-vocational facilities of Western (Olin), whereas the board's revised zone line would be substantially consistent with the capacities of both schools. Western (Olin) is composed of two separate buildings, a non-vocational building and a vocational building, and the capacity of the non-vocational building is limited. It was shown that the government's proposed zone line would result in a substantial increase at Western (Olin) in the number of students who would elect non-vocational studies, thereby causing the overcrowding of its non-vocational capacity. The board's plan achieves the maximum amount of desegregation consistent with proper educational practices and administration.

The court accordingly approves the attendance areas for student assignments in high schools (grades 9-12) as shown on the school board's revised map for high schools (defendants' exhibit 12).

School Construction and Site Selection. Among the construction projects set forth in the school board's plan is the proposed construction for Parker High School, consisting of the replacement of a part of the old buildings, remodeling part of the existing facilities, and the expansion of the site as stated in the modified proposal of the board as stated at the hearing and described above. The plaintiffs are in agreement with the reconstruction of Parker as proposed in the school board plan and as thus modified. The United States, which has objected only to the Parker construction project, believes the proposed construction and site location of Parker will serve to minimize desegregation and as presently planned does not meet the requirements of United States v.

Jefferson County Board of Education, 380 F.2d 385, 395 (5th Cir. 1967), and United States v. Board of Public Construction of Polk County, 395 F.2d 66 (5th Cir. 1968).

The propriety of reconstructing Parker at its present site was first questioned by the United States in early 1969. After a hearing in February 1969 in which some evidence regarding Parker was adduced, the school board was directed by the court to study and submit a report concerning the school construction program. A study then was made by the board staff, with participation by members of the board, to determine whether there was any alternative to the proposed construction of Parker which would achieve greater desegregation. From this study and the evidence developed at the hearing on June 9, 1970, it was shown that the school board did seek to find alternatives to the reconstruction of Parker which would be consistent with the proper operation of the school system as a whole. It is readily apparent that some high school facility is necessary to serve the students living in the Parker area. Because of the concentration of Negroes and the presence of only a few whites in the surrounding areas it simply is not possible to locate a high school facility at any place which could properly serve these students and at the same time achieve an increase in the degree of desegregation. The elimination of Parker at its present site not only would achieve no greater desegregation in the surrounding areas, but it also would cause overcrowding of other high schools. Moreover, the acquisition of a new site would be so expensive that the remaining funds would be insufficient for construction of a building. The existing plant for Parker unquestionably is inadequate and needful of replacement, the board's efforts to provide these students with a proper facility already has been delayed more than $1\frac{1}{2}$ years by the objection of the United States, and the acquisition of another site and construction there would

12/4

require another 4 years of delay. The court concludes from all of the evidence that the construction for Parker as proposed by the board will further desegregation to the extent possible and consistent with the proper operation of the school system as a whole, when judged in light of the capacity of existing facilities, the residence of the students, and the alternative sites available. The school board's proposed construction and expansion of the site will therefore be approved. No objection has been made as to any of the other construction projects set forth in the school board's plan and they also will be approved.

The court therefore approves the construction program on pages 9 and 10 of the school board plan including the proposed reconstruction of Parker High School on its site to be expanded through the board's acquisition of 1 1/2 blocks of property east of the present site across 4th Street North (block 6 of the north half of block 7 of the North Smithfield Survey) and its further acquisition, contingent on funds being made available in the next bond election, of 1/2 block of property (the north half of block 9 of the North Smithfield Survey) north of the present site.

With respect to all future school construction programs, site acquisitions, and consolidations additional to that described in and made a part of the school board plan, the school board will be governed by the following provision prescribed in Singleton v. Jackson Municipal Separate School District, supra, 419 F.2d at 1218:

SCHOOL CONSTRUCTION AND
SITE SELECTION

> All school construction, school consolidation, and site selection (including the location of any temporary classrooms) in the system shall be done in a manner which will prevent the recurrence of the dual school structure once this desegregation plan is implemented.

Faculty and Staff Assignments. The United States requests tha for faculty and staff assignments the board plan be changed to pro-

Jackson Municipal Separate School District, supra, 419 F.2d at 1217-18. The plaintiffs agree with the position of the United States.

126

Although evidence presented at the hearing casts doubt on the ability of the school board to achieve the ratio prescribed by Singleton for the 1970-1971 school year and indicates that implementation of that ratio in the Birmingham system would result in significant losses of experienced and qualified teaching personnel and in misassignments of teachers to the detriment of the system's educational programs, the decisions of the Fifth Circuit Court of Appeals have made it clear that the provisions for desegregation of faculty and staff as set forth in Singleton must be incorporated uniformly in the plans of all school stystems in the Fifth Circuit. See, e.g., Valley v. Rapides Parish School Board, ___ F.2d ___ (5th Cir., No. 29237, decided March 6, 1970); United States v. Board of Education of Baldwin County, ___ F.2d ___ (5th Cir., No. 28880, decided March 9, 1970); Davis, et al v. Board of School Commissioners of Mobile County, et al, ___ F.2d ___ (5th Cir., No. 29332, decided June 8, 1970).

Accordingly, and in conformity with the mandate of the decisions of the Fifth Circuit Court of Appeals, this court must require that, in lieu of the provision at page 8 of the school board plan for assignment of personnel, the plan shall incorporate the following provision prescribed by the Fifth Circuit Court of Appeals in Singleton v. Jackson Municipal Separate School District, supra:

DESEGREGATION OF FACULTY
AND OTHER STAFF

The School Board shall announce and implement the following policies:

127

1. The principals, teachers, teacher-aides and other staff who work directly with children at a school shall be so assigned that in no case will the racial composition of a staff indicate that a school is intended for Negro students or white students. The district shall assign the staff described above so that the ratio of Negro to white

F12

teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system. The school district shall, to the extent necessary to carry out this desegregation plan, direct members of its staff as a condition of continued employment to accept new assignments.

2. Staff members who work directly with children, and professional staff who work on the administrative level will be hired, assigned, promoted, paid, demoted, dismissed, and otherwise treated without regard to race, color, or national origin.

3. If there is to be a reduction in the number of prinicipals, teachers, teacher-aides, or other professional staff employed by the school district which will result in a dismissal or demotion of any such staff members, the staff member to be dismissed or demoted must be selected on the basis of objective and reasonable non-discriminatory standards from among all the staff of the school district. In addition if there is any such dismissal or demotion, no staff vacancy may be filled through recruitment of a person of a race, color, or national origin different from that of the individual dismissed or demoted, until each displaced staff member who is qualified has had an opportunity to fill the vacancy and has failed to accept an offer to do so.

"Demotion" as used above includes any re-assignment (1) under which the staff member receives less pay or has less responsibility than under the assignment he held previously, (2) which requires a lesser degree of skill than did the assignment he held previously. or (3) under which the staff member is asked to teach a subject or grade other than one for which he is certified or for which he has had substantial experience whithin a reasonably current period. In general and depending upon the subject matter involved, five years is such a reasonable period.

Transfers and Attendance Outside System of Residence. The school board plan also will incorporate the model provision prescribed by Singleton v. Jackson Municipal Separate School District, 419 F.2d at 1218-19, relating to the attendance outside the system of residence. The plan already provides that, with certain enumerated minor exceptions, the Birmingham system will not accept non-resident pupils from other school systems during the 1970-71 school year. The exceptions provided for by the board plan relate to (1) twelfth grade pupils who attended Birmingham schools in the eleventh grade during

the 1969-70 school year, and (2) the continued attendance during only the 1970-71 school year of certain Jefferson County residents in two Birmingham schools pursuant to an exchange agreement of long standing between the Birmingham and Jefferson County Boards of Education (estimated to include only 229 eleventh and twelfth graders at Jones Valley High School and 52 students at Sherman Heights Elementary School). No party objects to the first exception or to the students at Sherman Heights, but both the United States and the plaintiffs contend that the Singleton provision governing attendance outside the system of residence prevents the attendance during the 1970-71 school year of the few Jefferson County residents at Jones Valley High School. This contention is predicated not on the effect of such attendance on desegregation in the Birmingham system but rather on its effect on desegregation in the Jefferson County system. The court however is unable to conclude from the evidence that the Birmingham school board must discontinue for the 1970-71 school year its accommodation of the Jefferson County students at Jones Valley because: (1) there was no evidence presented in this case that these students' enrollment at Jones Valley in 1970-71 would reduce desegregation in the Jefferson County system; (2) these students are transported by the Jefferson County school system by bus to the two Birmingham schools and appropriate relief, if necessary, could be obtained from that system; and (3) it does not appear that the continued accommodation of these few students for the limited period of the 1970-71 school year could have any appreciable effect on desegregation of either system.

The court approves the provisions of the school board plan for transfers (to which no objection was made), and the plan also will be deemed to incorporate the following provision prescribed by the Fifth Circuit Court of Appeals in Singleton:

ATTENDANCE OUTSIDE SYSTEM
OF RESIDENCE

If the school district grants transfers to students living in the district for their attendance at public schools outside the district, or if it permits transfers into the district of students who live outside the district, it shall do so on a non-discriminatory basis, except that it shall not consent to transfers where the cumulative effect will reduce desegregation in either district or re-enforce the dual school system.

Other Provisions of the Plan. All other provisions of the board's plan are approved, no objections to them having been made by any party and it appearing to the court that they are designed to achieve and promote the conversion to a unitary school system.

It is apparent, and the court so concludes, that the school board plan, as modified in the particulars to which reference is made above, establishes a unitary system of public schools in all respects.

CONCLUSION OF LAW

The plan outlined in the section of this opinion headed "A Unitary System" constitutes a unitary public school system for the City of Birmingham, Alabama, school district.

FINAL JUDGMENT

It is ORDERED, ADJUDGED and DECREED by the Court that:

1. The Board of Education of the City of Birmingham, Alabama, and its officers, agents, servants and employees shall henceforth operate a unitary school system as described in the section of the foregoing Findings of Fact headed "A Unitary System." The boundaries of the student attendance areas shall be as described and shown on the school board's revised attendance maps for high schools (defendants exhibit 12) and elementary schools (defendants' exhibit 13) respectively.

2. The assignment of students and of faculty and staff in accordance with the foregoing plan for "A Unitary System" shall be

effective for the 1970-71 school year beginning September 1970 and thereafter.

3. On November 1, 1970, the Board of Education of the City of Birmingham, Alabama, will file in the office of the clerk of this court a report containing the information specified in Appendix A hereto concerning students, faculty, transfers, attendance outside system of residence, and construction, and the court will retain jurisdiction to review the progress of desegregation.

Done, this the 19th day of June, 1970.

Seybourn H. Lynne
CHIEF JUDGE

APPENDIX A

The reports to the Court shall include the following information:

I.

(a) The number of students by race enrolled in the school district;

(b) The number of students by race enrolled in each school of the district.

II.

(a) The number of full time teachers by race in the district;

(b) The number of full time teachers by race in each school in the district;

(c) The number of part time teachers by race in the district.

III.

State the number of interdistrict transfers granted, the race of the students who were granted such transfers, and the school district to which transfers were allowed.

IV.

Describe all intradistrict transfers requested, granted, denied, together with the reasons therefor, the race of the student involved and the school to which and from which the transfer was requested.

V.

State the additional courses added to each school pursuant to item 2, page 7, of the school board plan, and the reasons for adding such courses.

VI.

Describe any present or proposed construction or expansion of facilities, and the effect of such construction on the desegregation of the school system.

APPENDIX G

Procedure for Compliance with Federal Court Order Regarding Faculty Assignment

PROCEDURE FOR COMPLIANCE WITH FEDERAL COURT ORDER REGARDING FACULTY ASSIGNMENT

The primary purposes of all re-assignments will be to comply with the court requirements and to retain a program of quality education in every school. The following procedure is designed to achieve these purposes.

1. Although Judge Lynne's order requires that the staff shall be assigned so that the ratio of negro to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system it is deemed necessary that a stabilizing number of personnel be retained at each school to assure stability and continuity of programs, high-level instruction and operation and effective assistance to newly assigned staff members. Therefore, a committee composed of the principal and appropriate central office staff will determine the personnel in each school that is to comprise this stabilizing nucleus.

2. Principals, Administrative Assistants, Counselors, special personnel and itinerant teachers will be assigned administratively as required. Insofar as possible, these groups, especially principals, will be considered in the stabilizing nucleus and retained in their present assignments.

3. Transfer of teachers of the visually impaired, the hard of hearing, those with speech problems, the emotionally disturbed and the educable mentally retarded will be made only after careful consideration of their specialty, the availability of qualified replacements, and related considerations.

4. Once the stabilizing nucleus is determined for each school, teachers will be considered for transfer based on qualifications and experience in the Birmingham Schools. Teachers qualified for positions available who have less Birmingham School experience will be considered first for such re-assignments. This procedure will add other qualified teachers to the stabilizing nucleus in each school, thereby assuring a well rounded faculty at every school.

5. As ratios of "substantially the same" are calculated, fractions of numbers will be dropped.

6. Personnel already working in schools with faculties predominately of the opposite race will be considered in the ratio but eliminated from re-assignment.

7. Teachers may volunteer for re-assignment before assignments are made. They may list two choices and be assigned on the basis of qualifications, seniority and available positions.

8. Informal arrangements may be made between two teachers so long as they satisfy the requirements of the Court Order and are approved by the Administration. For example, two teachers may swap assignments if both find commuting to school an extreme hardship.

9. In schools where a large percentage of teachers may have long experience, should it become necessary to transfer teachers of one race to other schools formerly for pupils of the same race as the teacher in order to create open positions so as to comply with the "ratio" provisions of the Court Order in all schools, such transfers will be made on the basis of qualifications, seniority and need.

10. No salary reductions will be made, regardless of re-assignment.

11. A review committee will be set up to hear hardship and grievance cases.

12. Final selection for re-assignment will be made by the same committee establishing for determining the stabilizing [illegible]

APPENDIX H

Teacher Transfers

TEACHER TRANSFERS

A. The practice followed by the Personnel Department of the Birmingham Board of Education is consistant with the mandate as set forth in the Court order dated June 19, 1970.

Desegregation of Faculty, and other Staff (Page 12).

1. The principals, teachers, teacher-aides and other staff who work directly with the children at a school shall be so assigned that in no case will the racial composition of the staff indicate that a school is intended for Negro students or white students. The district shall assign the staff described above so that the ratio of Negro to white teachers in each school, and the ratio of other staff in each, are substantially the same as each such ratio is to the teachers and other staff, respectively, in the entire school system. The school district shall, to the extent necessary to carry out this desegregation plan, direct members of its staff as a condition of continued employment to accept new assignments.

2. Staff members who work directly with children, and professional staff who work on the administrative level will be hired, assigned, promoted, paid, demoted, dismissed, and otherwise treated without regard to race, color, or national origin.

Also: Section 355 of Chapter V of the Rules and Regulations and Policies of the Birmingham Public Schools reads as follows:

Section 355 - Transfers of Teacher - Any teacher on continuing service status, upon the recommendation of the superintendent and the approval of the employing Board of Education, may be transferred for any succeeding year from one position, school or grade to another by being given written notice of such intention to transfer by the employing board, except that such transfer shall be without loss of status or violation of Contract, and such transfer may not be for political or personal reasons.

B. PROCEDURES:

1. The transfer of a teacher can be considered only when it conforms first, to the best interest of the total school program.

2. All requests for transfers must be made in writing by the teacher requesting the transfer giving his reason, showing how the transfer will conform to the best interest of the total school program.

3. Any teacher or other personnel has the right to request a transfer.

4. The decision to effect the requested transfer will be made by the Superintendent and his staff with the approval of the Board of Education.

5. All requests for transfers should be in the office of Personnel before June 1. However, some consideration might be given to requests made forty-five days prior to the opening of school.

6. The teacher requesting the transfer will be notified in writing if the

transfer is approved.

C. The following lists the priorities under which a transfer is considered.

1. The best interest of the total school program.

2. Teacher's training and experience in the area of request.

3. Ability of the Personnel Division to fill position vacated if transfer is made.

4. Seniority of teachers requesting transfer to the position.

D. When a teaching position becomes available because of retirement, resignation, leave of absence, etc. the following practice is followed in filling the position.

1. The principals of the schools involved in the teacher transfer and placement, are consulted so that any change in faculty will be made in the best interest of the pupils.

2. The qualified teacher with the longest service in the Birmingham Schools, who had been transferred from the school to another school to satisfy the court requirements will be offered the position.

3. If he refuses, the position will be offered to the other qualified teachers, who had been transferred from the school to satisfy the court order in the order of their service in the Birmingham Schools.

4. If no other qualified transferred teachers are available from the school, then the position will be offered to transferred teachers from schools in the adjoining areas until the position is filled.

5. If no qualified transfer teacher is available, a new teacher will be hired for the position.

APPENDIX I

Enrollment Reports for Birmingham Public Schools from 1970-71 through 1973-74.

These reports include a breakdown of student enrollment and faculty composition according to individual school. Each report was submitted in September of the indicated school year and reflects the initital status of enrollment and staff assignments subsequent to the reporting of each to individual schools.

FIRST UNITARY

(a) The number of students by race enrolled in the school district. Principals' Report 9-14-70.

	White	Negro	Total
Birmingham School District	27,962	34,081	62,043

(b) The number of students by race enrolled in each school of the district.

School	White	Negro	Total
Banks High	1,465	101	1,566
Carver High	1	1,363	1,364
Ensley High	1,268	369	1,637
Glenn High	378	360	738
Hayes High	37	1,338	1,375
Huffman High	1,456	13	1,469
Jones Valley High	799	204	1,003
Parker High	0	1,783	1,783
Phillips High	431	1,264	1,695
Ramsay High	568	604	1,172
West End High	984	763	1,747
Western High	1	1,345	1,346
Woodlawn High	1,700	459	2,159
Total High	9,088	9,966	19,054
Elementary			
Avondale	506	155	661
Baker	300	52	352
Barrett	764	167	931
Brown	733	43	776
Bryant	7	201	208
Bush	367	223	590
Calloway	0	488	488
Center Street	3	786	789
Central Park	569	3	572
Christian	491	0	491
Comer	385	27	412
Councill	0	1,026	1,026
Curry	729	101	830
Davis	0	480	480
Dupuy	75	323	398
Eagan	52	286	338
Elyton	117	361	478

School	White	Negro	Total
Fairmont	212	69	281
Fairview	300	0	300
Finley Avenue	5	403	408
Gate City	431	251	682
Gibson	562	59	621
Glen Iris	409	202	611
Going	1,089	0	1,089
Gorgas	159	123	282
Graymont	178	426	604
Green Acres	598	0	598
Hemphill	409	105	514
Hill	0	478	478
Holman	328	90	418
Hudson	0	1,795	1,795
Huffman	655	1	656
Inglenook	630	181	811
Jackson	390	576	966
Jones Valley Elem.	236	228	464
Kennedy	205	119	324
Kingston	3	725	728
Lakeview	212	185	397
Lane	0	105	105
Lee	451	147	598
Lewis	3	1,295	1,298
Lincoln	0	900	900
Martin	0	475	475
McArthur	31	563	594
McCaw	0	711	711
McElwain	631	0	631
Minor	310	0	310
Moore	0	205	205
North Birmingham	206	260	466
North Roebuck	835	34	869
Northside	53	287	340
Norwood	320	163	483
Oliver	0	403	403
Parental	15	15	30
Patterson	41	248	289
Powderly	27	559	586
Powell	137	138	275
Pratt	44	471	515
Price	439	0	439
Princeton	27	142	169
Putnam	458	0	458
Riggins	0	209	209
Riley	2	413	415
Robinson	472	66	538
Scott	3	416	419
Sherman Heights	0	205	205
Shields	11	629	640
Smith	898	0	898
South East Lake	642	0	642

I. (b) Continued

School	White	Negro	Total
Tuggle	3	927	930
Tuxedo	0	386	386
Washington	0	1,041	1,041
West Center Street	3	272	275
Whatley	50	736	786
Wilkerson	0	670	670
Wilson	297	107	404
Wylam	325	161	486
Speech & Hearing	31	18	49
Total Elementary	18,874	24,115	42,989
Grand Total	27,962	34,081	62,043

70-71

II.

(a) The number of full time teachers by race in the district:

	White	Negro	Total
Birmingham School District	1,193	1,215	2,408

(b) The number of full time teachers by race in each school in the district:

School	White	Negro	Total
Banks High	42	25	67
Carver High	22	38	60
Ensley High	41	28	69
Glenn High	29	14	43
Hayes High	22	39	61
Huffman High	38	25	63
Jones Valley High	25	17	42
Parker High	22	55	77
Phillips High	52	28	80
Ramsay High	27	22	49
West End High	44	30	74
Western High	20	50	70
Woodlawn High	56	36	92
Total High	440	407	847
Elementary			
Avondale	13	11	24
Baker	7	5	12
Barrett	20	12	32
Brown	15	9	24
Bryant	4	6	10
Bush	14	8	22
Calloway	8	16	24
Center Street	9	18	27
Central Park	11	7	18
Christian	10	6	16
Comer	9	5	14
Councill	13	22	35
Curry	17	10	27
Davis	7	15	22
Dupuy	6	8	14
Eagan	5	6	11
Elyton	9	6	15

Fairmont	5	4	9
Fairview	5	4	9
Finley Avenue	5	9	14
Gate City	20	8	28
Gibson	20	6	26
Glen Iris	15	10	25
Going	18	15	33
Gorgas	7	4	11
Graymont	6	14	20
Green Acres	11	9	20
Hemphill	13	7	20
Hill	5	15	20
Holman	9	7	16
Hudson	19	36	55
Huffman	13	8	21
Inglenook	18	10	28
Jackson	18	13	31
Jones Valley	10	8	18
Kennedy	7	4	11
Kingston	9	16	25
Lakeview	7	6	13
Lane	2	2	4
Lee	11	8	19
Lewis	15	29	44
Lincoln	9	24	33
Martin	6	11	17
McArthur	7	14	21
McCaw	9	17	26
McElwain	13	7	20
Minor	6	3	9
Moore	2	5	7
North Birmingham	11	8	19
North Roebuck	16	10	26
Northside	4	8	12
Norwood	8	9	17
Oliver	6	10	16
Parental	0	1	1
Patterson	4	5	9
Powderly	6	15	21
Powell	8	4	12
Pratt	6	13	19
Price	7	8	15
Princeton	3	6	9
Putnam	10	6	16
Riggins	3	5	8
Riley	6	11	17
Robinson	16	6	22

Scott	6	10	16
Sherman Heights	3	6	9
Shields	6	18	24
Smith	17	11	28
South East Lake	11	9	20
Tuggle	11	23	34
Tuxedo	5	13	18
Washington	12	29	41
West Center Street	4	6	10
Whatley	9	18	27
Wilkerson	9	13	22
Wilson	9	7	16
Wylam	11	7	18
Homebound	5	2	7
Elyton-Charlanne PH	6	0	6
Lakeview-Spch. & Hear.	18	0	18
Lewis PH	0	2	2
Slossfield-Spch. & Hear.	0	6	6
Total Elementary	753	808	1,561
Grand Total	1,193	1,215	2,408

I.

(a) The number of students by race enrolled in the school district. Principals' Reports 9-10-71.

	White	Negro	Total
Birmingham School District	26,076	33,671	59,747

(b) The number of students by race enrolled in each school of the district.

School	White	Negro	Total
Banks	1,416	151	1,567
Carver	10	1,334	1,344
Ensley	1,248	416	1,664
Glenn	300	451	751
Hayes	27	1,283	1,310
Huffman High	1,727	18	1,745
Jones Valley High	688	285	973
Parker	0	1,662	1,662
Phillips	270	1,375	1,645
Ramsay	543	429	972
West End	833	906	1,739
Western	0	1,385	1,385
Woodlawn	1,634	613	2,247
Homebound High	14	6	20
Total High	8,710	10,314	19,024
Elementary			
Arthur	496	0	496
Avondale	465	141	606
Baker	253	44	297
Barrett	679	163	842
Brown	621	29	650
Bryant	7	171	178
Bush	302	223	525
Calloway	0	608	608
Center Street	9	712	721
Central Park	593	6	599
Christian	449	0	449
Comer	334	26	360
Councill	0	948	948
Curry	632	149	781
Davis	1	459	460
Dupuy	21	349	370
Fagan	65	289	354
Glyton	124	313	437
Fairmont	178	72	250
Fairview	268	0	268

I. (b) Continued

School	White	Negro	Total
Finley Avenue	2	350	352
Gate City	377	299	676
Gibson	580	51	631
Glen Iris	339	200	539
Going	546	0	546
Gorgas	156	112	268
Graymont	168	370	538
Green Acres	574	0	574
Hemphill	414	100	514
Hill	0	483	483
Holman	323	102	425
Hudson	0	1,500	1,500
Huffman	593	1	594
Inglenook	550	192	742
Jackson	167	835	1,002
Jones Valley	209	234	443
Kennedy	215	102	317
Kingston	12	662	674
Lakeview	135	192	327
Lee	401	135	536
Lewis	2	1,283	1,285
Lincoln	0	837	837
Martin	2	386	388
McArthur	25	515	540
McCaw	0	651	651
McElwain	595	0	595
Minor	307	3	310
Moore	0	189	189
North Birmingham	122	302	424
North Roebuck	780	41	821
Northside	66	295	361
Norwood	216	294	510
Oliver	0	383	383
Parental	16	12	28
Patterson	22	228	250
Powderly	13	576	589
Powell	124	117	241
Pratt	34	549	583
Price	454	4	458
Princeton	38	128	166
Putnam	439	0	439
Riggins	0	206	206
Riley	3	418	421
Robinson	483	176	659
Scott	1	388	389
Sherman Heights	0	128	128
Shields	13	570	583
Smith	585	0	585
South East Lake	622	0	622

I. (b) Continued

School	White	Negro	Total
Tuggle	2	788	790
Tuxedo	0	369	369
Washington	0	998	998
West Center Street	0	253	253
Whatley	37	736	773
Wilkerson	0	620	620
Wilson	289	113	402
Wright	464	0	464
Wylam	308	161	469
Homebound	5	2	7
Speech and Hearing	41	16	57
Total Elementary	17,366	23,357	40,723
Grand Total	26,076	33,671	59,747

(a) The number of full time teachers by race in the district:

	WHITE	NEGRO	TOTAL
Birmingham School District	1232	1199	2431

(b) The number of full time teachers by race in each school in the district:

School	White	Negro	Total
Banks	34	33	67
Carver	28	28	56
Ensley	35	34	69
Glenn	21	20	41
Hayes	30	30	60
Huffman	37	37	74
Jones Valley	23	22	45
Parker	36	40	76
Phillips	41	35	76
Ramsay	23	22	45
West End	39	38	77
Western	36	40	76
Woodlawn	55	47	102
Total High School	439	425	864
Elementary			
Arthur	8	8	16
Avondale	10	10	20
Baker	6	5	11
Barrett	14	14	28
Brown	11	10	21
Bryant	4	5	9
Bush	10	9	19
Calloway	12	13	25
Center Street	11	13	24
Central Park	9	9	18
Christian	8	7	15
Comer	6	6	12
Councill	15	17	32
Curry	14	13	27
Davis	10	11	21
Dupuy	7	8	15
Eagan	6	7	13
Elyton	7	8	15
Fairmont	4	4	8
Fairview	5	4	9
Finley Avenue	6	6	12
Gate City	12	13	25
Gibson	11	10	21
Glen Iris	12	11	23
Going	9	8	17
Gorgas	5	5	10

Graymont	10	11	21
Green Acres	10	9	19
Hemphill	8	9	17
Hill	10	10	20
Holman	7	7	14
Hudson	24	25	49
Huffman	10	9	19
Inglenook	12	12	24
Jackson	17	16	33
Jones Valley	8	7	15
Kennedy	7	5	12
Kingston	11	12	23
Lakeview	7	8	15
Lee	10	9	19
Lewis	25	28	53
Lincoln	18	20	38
Martin	8	9	17
McArthur	10	10	20
McCaw	13	14	27
McElwain	10	9	19
Minor	5	5	10
Moore	4	5	9
North Birmingham	9	8	17
North Roebuck	13	13	26
Northside	6	7	13
Norwood	9	9	18
Oliver	7	8	15
Patterson	4	5	9
Powderly	11	10	21
Powell	5	4	9
Pratt	10	12	22
Price	8	7	15
Princeton	5	4	9
Putnam	7	7	14
Riggins	4	5	9
Riley	7	8	15
Robinson	10	9	19
Scott	7	8	15
Sherman Heights	4	5	9
Shields	12	13	25
Smith	10	9	19
South East Lake	10	9	19
Tuggle	13	15	28
Tuxedo	9	10	19
Washington	18	22	40
West Center Street	5	6	11
Whatley	12	13	25
Wilkerson	11	13	24
Wilson	7	7	14
Wylam	9	8	17
Wright	8	7	15
Total Elementary	726	744	1470

Adult Workshop EMR	1	0	1
Pratt EMR	1	1	2
Homebound	4	4	8
Calloway EMR	0	1	1
Barrett EMR	1	0	1
Bryant EMR	0	1	1
Bush EMR	2	0	2
Cate City EMR	2	1	3
Gibson EMR	2	1	3
Hemphill EMR	1	1	2
Kennedy EMR	2	1	3
Lakeview EMR	1	1	2
Lewis EMR	1	1	2
Lincoln EMR	1	1	2
Martin EMR	1	0	1
McArthur EMR	0	1	1
Tuxedo EMR	1	1	2
Washington EMR	1	1	2
Enrichment	6	0	6
Elyton Charlanne Phys. Hand.	3½	1	4½
Lewis-Slossfield Phys.Hand.	1½	1	2½
Lakeview Spch.& Hear.(Deaf Edu.)	9	0	9
Lewis-Slossfield Spch.& Hrg.	4	5	9
Lakeview Spch.& Hrg.	11	2	13
Barrett Partially Seeing	1	0	1
Tuggle Partially Seeing	1	1	2
Glen Iris LD	1	0	1
Barrett Blind	1	0	1
South East Lake LD	1	0	1
Total Elem. Special Edu.	62	27	89
Parker H. S. EMR	1	2	3
Phillips H.S. EMR	4	1	5
Total High School Sp. Edu.	5	3	8
Total Special Education	67	30	97
Total High School	439	425	864
Total Elementary	726	744	1470
Grand Total	1232	1199	2431

I.

(a) The number of students by race enrolled in the school district. Principals' Reports 9-13-72.

	White	Negro	Total
Birmingham School District	23,486	34,284	57,770

(b) The number of students by race enrolled in each school of the district.

HIGH SCHOOLS	White	Negro	Total
Banks	1,352	132	1,484
Carver	1	1,362	1,363
Ensley	1,139	432	1,571
Glenn	273	452	725
Hayes	12	1,211	1,223
Huffman	1,810	18	1,828
Jones Valley	533	466	999
Parker	—	1,673	1,673
Phillips	152	1,436	1,588
Ramsay	348	635	983
West End	653	1,020	1,673
Western	—	1,370	1,370
Woodlawn	1,601	575	2,176
Homebound	19	7	26
Total High	7,893	10,789	18,682
ELEMENTARY			
Arthur	508	2	510
Avondale	428	115	543
Baker	219	38	257
Barrett	629	126	755
Brown	610	39	649
Bush	290	230	520
Calloway	—	522	522
Center Street	12	650	662
Central Park	515	6	521
Christian	392	—	392
Comer	282	34	316
Councill	—	826	826
Curry	608	165	773
Davis	—	388	388
Dupuy	10	387	397
Eagan	21	387	408
Elyton	115	226	341
Fairmont	144	74	218
Fairview	277	8	285
Finley Avenue	3	318	321
Gate City	313	365	678
Gibson	556	70	626

I. (b) Continued

SCHOOL	White	Negro	Total
Glen Iris	304	135	439
Going	539	--	539
Gorgas	137	89	226
Graymont	145	420	565
Green Acres	521	--	521
Hemphi'l	396	96	492
Hill	--	429	429
Holman	282	67	349
Hudson	--	1,382	1,382
Huffman	530	1	531
Inglenook	500	187	687
Jackson	56	939	995
Jones Valley	180	289	469
Kennedy	189	171	360
Kingston	19	667	686
Lakeview	108	167	275
Lee	349	145	494
Lewis	8	959	967
Lincoln	--	734	734
Martin	2	348	350
McArthur	20	512	532
McCaw	--	598	598
McElwain	527	--	527
Minor	293	10	303
Moore	--	199	199
North Birmingham	86	385	471
North Roebuck	641	41	682
Northside	49	253	302
Norwood	122	450	572
Oliver	--	363	363
Parental	6	15	21
Patterson	23	199	222
Powderly	3	879	882
Powell	89	153	242
Pratt	42	510	552
Price	364	20	384
Princeton	29	136	165
Putnam	424	-	424
Riggins	--	591	591
Riley	5	380	385
Robinson	454	163	617
Scott	--	382	382
Sherman Heights	--	145	145
Shields	7	559	566
Smith	538	--	538
South East Lake	572	--	572
Tuggle	2	687	689

I. (b) Continued

SCHOOL	White	Negro	Total
Tuxedo	--	396	396
Washington	--	951	951
West Center Street	--	222	222
Whatley	11	719	730
Wilkerson	--	573	573
Wilson	212	144	356
Wylam	309	148	457
Wright	521	--	521
Spaulding	--	490	490
Homebound	4	6	10
Speech and Hearing	43	15	58
Total Elementary	15,593	23,495	39,088
Grand Total	23,486	34,284	57,770

11-2-72
CEM/fw

Birmingham School District by Race and by Schools: TEACHERS

SCHOOL	NEGRO	TITLE PROG.	WHITE	TITLE PROG.	TOTAL	TITLE PROG.
Banks High School	31	0	35	0	66	0
Carver High School	32	0	23	1	55	1
Ensley High School	34	1	36	2	70	3
Glenn High School	15	0	22	1	37	1
Hayes High School	32	2	28	1	60	3
Huffman High School	33	0	45	0	78	0
Jones Valley High School	20	0	25	0	45	0
Parker High School	43	0	40	2	83	2
Phillips High School	27	0	37	0	74	0
Ramsay High School	20	0	23	2	43	2
West End High School	37	0	38	1	75	1
Western High School	46	1	26	2	72	3
Woodlawn High School	41	0	52	2	93	2
Total High Schools	421	4	430	14	851	18
Arthur Elementary	8	0	9	0	17	0
Avondale Elementary	10	0	10	0	20	0
Baker Elementary	5	1	6	0	11	1
Barrett Elementary	13	0	18	1	31	1
Brown Elementary	10	0	11	0	21	0
Bush Elementary	10	2	13	2	23	4
Calloway Elementary	13	2	9	0	22	2
Center Street Elementary	13	1	12	0	25	1
Central Park Elementary	8	0	11	0	19	0
Christian Elementary	6	0	8	0	14	0
Comer Elementary	5	0	7	0	12	0
Councill Elementary	20	2	15	0	35	2
Curry Elementary	14	1	14	2	28	3
Davis Elementary	10	3	6	0	16	3
Dupuy Elementary	8	0	6	0	14	0
Eagan Elementary	8	1	7	0	15	1
Elyton Elementary	7	1	11	0	18	1
Fairmont Elementary	4	0	5	0	9	0
Fairview Elementary	4	0	6	0	10	0
Finley Avenue Elementary	7	1	6	0	13	1
Gate City Elementary	14	6	15	4	29	8
Gibson Elementary	12	2	14	1	26	3
Glen Iris Elementary	10	3	11	1	21	4
Going Elementary	8	0	10	0	18	0
Gorgas Elementary	4	1	5	0	9	1
Graymont Elementary	11	1	9	0	20	1
Green Acres Elementary	8	0	10	0	18	0
Hemphill Elementary	8	0	12	2	20	2
Hill Elementary	9	3	7	1	16	4
Holman Elementary	5	0	7	0	12	0
Homebound	4	0	5	0	9	0
Hudson Elementary	28	3	20	1	48	4
Huffman Elementary	8	0	10	0	18	0
Inglenook Elementary	12	3	13	3	25	6
Jackson Elementary	18	1	17	0	35	1

(continued)

Birmingham School District by Race and by Schools (continued)

SCHOOL	NEGRO	TITLE PROG.	WHITE	TITLE PROG.	TOTAL	TITLE PROGR
Jones Valley Elementary	8	0	11	2	19	2
Kennedy Elementary	7	1	8	0	15	1
Kingston Elementary	14	1	12	0	26	1
Lakeview Elementary	5	0	7	1	12	1
Lakeview Speech & hearing	2	0	21	0	23	0
Lee Elementary	9	1	11	0	20	1
Lewis Elementary	23	2	17	2	40	4
Lincoln Elementary	19	4	13	0	32	4
Martin Elementary	9	2	6	0	15	2
McArthur Elementary	10	2	10	0	20	2
McCaw Elementary	12	1	11	2	23	3
McElwain Elementary	8	0	11	0	19	0
Minor Elementary	5	0	6	0	11	0
Moore Elementary	6	2	4	0	10	2
North Birmingham Elementary	10	1	10	2	20	3
North Roebuck Elementary	11	0	12	0	23	0
Northside Elementary	7	1	5	0	12	1
Norwood Elementary	10	1	10	0	20	1
Oliver Elementary	9	2	6	1	15	3
Patterson Elementary	6	1	4	0	10	1
Powderly Elementary	18	1	12	0	30	1
Powell Elementary	5	0	7	3	12	3
Pratt Elementary	13	2	9	0	22	2
Price Elementary	6	0	8	0	14	0
Princeton Elementary	4	0	5	2	9	2
Putnam Elementary	7	0	8	0	15	0
Riggins Elementary	11	0	10	1	21	1
Riley Elementary	9	1	7	1	16	2
Robinson Elementary	8	0	13	0	21	0
Scott Elementary	9	2	7	0	16	2
Sherman Heights Elementary	5	3	2	0	7	3
Shields Elementary	14	2	9	0	23	2
Smith Elementary	8	0	10	0	18	0
South East Lake Elementary	7	0	11	0	18	0
Speech & Hearing Center	2	0	21	0	23	0
Tuggle Elementary	15	1	10	0	25	1
Tuxedo Elementary	10	1	6	0	16	1
Washington Elementary	22	4	15	0	37	4
West Center Street Elementary	6	1	4	0	10	1
Whatley Elementary	13	0	11	0	24	0
Wilkerson Elementary	12	1	11	0	23	1
Wilson Elementary	6	2	9	1	15	3
Wright Elementary	8	0	10	0	18	0
Wylam Elementary	7	0	10	1	17	1
Spaulding Elementary	9	0	8	0	17	0
Total Elementary Schools	764	79	762	37	1526	116
Total High Schools	421	4	430	14	851	18
Total All Schools	1185	83	1192	51	2377	134
(Holy Family - Mrs. Gwendolyn White - B)						

156

HS:BF
9-26-73

I.

(a) The number of students by race enrolled in the school district. Principals' Reports 9-12-73.

	White	Negro	Total
Birmingham School District	20,867	33,621	54,488

(b) The number of students by race enrolled in each school of the district.

HIGH SCHOOLS	White	Negro	Total
Banks	1,291	128	1,419
Carver	2	1,336	1,338
Ensley	1,064	448	1,512
Glenn	197	476	673
Hayes	9	1,164	1,173
Huffman	1,862	25	1,887
Jones Valley	427	530	957
Parker	--	1,574	1,574
Phillips	84	1,451	1,535
Ramsay	315	618	933
West End	506	1,073	1,579
Western (Jackson-Olin)	--	1,282	1,282
Woodlawn	1,403	610	2,013
Homebound	24	12	36
Workshop, Inc.	8	10	18
Total High	7,192	10,737	17,929
ELEMENTARY			
Arthur	543	2	545
Avondale	344	73	417
Baker	177	42	219
Barrett	568	125	693
Brown	545	47	592
Bush	304	241	545
Calloway	--	494	494
Center Street	21	601	622
Central Park	502	12	514
Christian	353	--	353
Comer	242	35	277
Councill	--	755	755
Curry	541	148	689
Davis	--	368	368
Dupuy	6	364	370
Eagan	24	386	410
Elyton	87	256	343
Fairmont	117	89	206
Fairview	252	17	269

157

I. (b) Continued

SCHOOL	White	Negro	Total
Finley Avenue	--	289	289
Gate City	200	406	606
Gibson	499	72	571
Glen Iris	199	86	285
Going	518	--	518
Gorgas	103	84	187
Graymont	86	458	544
Green Acres	459	--	459
Hemphill	339	86	425
Hill	--	426	426
Holman	238	64	302
Hudson	--	1,256	1,256
Huffman	470	9	479
Inglenook	499	175	674
Jackson	24	1,007	1,031
Jones Valley	133	306	439
Kennedy	147	139	286
Kingston	13	619	632
Lakeview	92	174	266
Lee	269	144	413
Lewis	8	825	833
Lincoln	--	661	661
Martin	--	312	312
McArthur	18	531	549
McCaw	--	515	515
McElwain	459	--	459
Minor	311	14	325
Moore	--	187	187
North Birmingham	63	479	542
North Roebuck	557	44	601
Northside	26	229	255
Norwood	60	552	612
Oliver	--	327	327
Parental	16	14	30
Patterson	17	197	214
Powderly	--	834	834
Powell	59	182	241
Pratt	41	487	528
Price	265	90	355
Princeton	13	122	135
Putnam	354	--	354
Riggins	--	561	561
Riley	--	384	384
Robinson	379	152	531
Scott	--	379	379
Sherman Heights	--	132	132
Shields	8	535	543
Smith	502	--	502
South East Lake	542	2	544
Spaulding	--	511	511
Tuggle	--	677	677

158

I. (b) Continued

SCHOOL	White	Negro	Total
Tuxedo	--	393	393
Washington	--	895	895
West Center Street	--	202	202
Whatley	15	706	721
Wilkerson	--	513	513
Wilson	154	194	348
Wright	511	--	511
Wylam	266	142	408
Epic	71	27	98
Homebound	6	4	10
Speech and Hearing	40	18	58
Total Elementary	13,675	22,884	36,559
Grand Total	20,867	33,621	54,488

II.

(a) The number of full time teachers by race in the district - 1973-74 (as of October 2, 1973):

	White	Negro	Total
Birmingham School District	1,125	1,157	2,282

(b) The number of full time teachers by race in each school in the district:

HIGH SCHOOLS	White	Negro	Total
Banks	37	29	66
Carver	24	37	61
Ensley	38	32	70
Glenn	27	14	41
Hayes	28	31	59
Huffman	51	33	84
Jones Valley	24	21	45
Parker	34	44	78
Phillips	36	36	72
Ramsay	24	20	44
West End	38	36	74
Jackson-Olin	23	47	70
Woodlawn	54	34	88
Holy Family		1	1
Total High	438	415	853
ELEMENTARY			
Arthur	10	10	20
Avondale	8	8	16
Baker	5	4	9
Barrett	14	11	25
Brown	11	10	21
Bush	9	9	18
Calloway	8	10	18
Center Street	11	14	25
Central Park	10	9	19
Christian	7	6	13
Comer	6	4	10
Councill	13	16	29
Curry	15	15	30
Davis	6	9	15
Dupuy	7	7	14
Eagan	7	8	15
Elyton	6	7	13
EPIC	8	6	14
East Lake Kindergarten	3	3	6
Fairmont	3	6	9
Fairview	5	5	10
Finley Avenue	5	6	11
Gate City	12	11	23
Gibson	11	11	22

II. (b) Continued

School	White	Negro	Total
Glen Iris	8	5	13
Going	10	9	19
Gorgas	4	5	9
Graymont	7	12	19
Green Acres	10	8	18
Hemphill	8	8	16
Hill	9	11	20
Holman	8	5	13
Hudson	21	30	51
Huffman	9	8	17
Inglenook	13	12	25
Inglenook Dudley Kindergarten	3	3	6
Jackson	18	18	36
Jones Valley	9	8	17
Kennedy	5	5	10
Kingston	10	14	24
Lakeview	5	4	9
Lee	8	6	14
Lewis	15	18	33
Lincoln	10	14	24
Martin	5	7	12
McArthur	9	11	20
McCaw	8	11	19
McElwain	9	9	18
Minor	6	5	11
Moore	4	4	8
North Birmingham	10	10	20
North Roebuck	11	11	22
Northside	4	6	10
Norwood	11	12	23
Oliver	8	9	17
Patterson	4	5	9
Powderly	14	16	30
Powell	6	4	10
Pratt	9	10	19
Price	7	6	13
Princeton	5	5	10
Putnam	7	6	13
Riggins	11	11	22
Riley	6	10	16
Robinson	10	10	20
Scott	7	10	17
Sherman Heights	2	5	7
Shields	11	13	24
Smith	9	9	18
South East Lake	12	10	22
Spaulding	9	10	19
Tuggle	10	14	24
Tuxedo	6	8	14

II. (b) Continued

School	White	Negro	Total
Washington	12	22	34
West Center Street	5	4	9
Whatley	13	14	27
Wilkerson	9	11	20
Wilson	9	8	17
Wright	10	9	19
Wylam	9	9	18
Total Elementary	687	742	1,429
Total High School	438	415	853
Total Elementary	687	742	1,429
Total All Schools	1,125	1,157	2,282

(Holy Family - Mrs. Gwendolyn White - B and 1 B Aide)

APPENDIX J-1

Program Outline for the Preparation of Principals, Supervisors and Directors for Desegregation of Schools.

SHOP: P. S. D. RESOURCE TEAM - June 2 and 3 Tuesday and Wednesday 8:00-1:00 Board of Education Auditorium

PARTICIPANTS: Approx. 125 Principals, Supervisors and Directors

RAM: Funds Requested only for 30 supervisors not on payroll

	TIME	CONTENT	STRUCTURE	BY WHOM	METHOD	TO MEET OBJECTIVES
2	8:00- 8:15	Orientation	Entire Group	ICOM		
	8:15	Report from Principals Leadership Group		Barrett-Norman Grier	Transparency	
	8:45- 9:15	Problem # 1	Small Groups	Group Leaders	Discussions	
	9:15- 9:45	Problem Solutions	I,II,III,IV, V,VI,VII			
	9:45-10:15	Break				
	10:15-10:45	Problem # 2	Small Groups	Group Leaders	Discussions	
	10:45-11:15	Solutions	1,II,III,IV, V,VI,VII			
	11:15-11:50	Problem # 3	Small Groups	New Group Leaders	Discussions	
	11:50-12:20	Problem Solutions	Inter-changed Biracial			
	12:20-12:40	Film		Icom Staff	Film	
	12:40-	Wrap Up	Entire Group			
3	8:00- 8:15	Orientation	Entire Group	Icom, Clerical Staff	Handouts	
	8:15- 8:20	"Yesterdays Gleanings"	Entire Group	Holland-Grier-Loranz-Magnuson		
	8:20- 8:45	Problems already faced		Bailey	Slides, Tapes	
	8:45- 9:15	Problem # 4	Small Groups	New Group Leaders	Discussion	
	9:15- 9:45	Solutions	Inter-changed Biracial			
	9:45-10:15	Break				
	10:15-10:45	Problem # 5	Small Groups	High School		
	11:45-11:15	Solutions	Inter-changed Geo. Areas	Principal Chm.		
	11:15-	Clg. Groups				
	11:20-11:40	Questions previously posed				
	11:40-12:20	Answered				
	12:20-12:40	Film etc.	Entire Group	Icom	Film	
	12:40-	Wrap up--Todays Gleanings		Clerical Staff		

164

APPENDIX J-2

Program Outline for the Preparation of School Leadership Group (500 members from 89 schools) for Desegregation of Schools.

SCHOOL LEADERSHIP GROUP (SLG)
WORKSHOP: June 15-19 Monday-Friday 1 P.M. - 6 P.M. PHILLIPS HIGH SCHOOL
PARTICIPANTS: Approx. 500 Team members from 39 Schools (13 High - 76 Elementary)

APPENDIX
p. 1

PROGRAM: Brochure containing content and organization plus names of participants will be provided

DATE	TIME	CONTENT	STRUCTURE	BY WHOM	METHOD	OBJECTIVES TO BE MET	FUNDS REQUIRED
6-15	1-1:30	REGISTRATION					
	1:30-1:50	ORIENTATION	ENTIRE GROUP seated as they wish	DR. CHRISTIAN	PLANNED PRESENTATION	1, 7, 10	$15 for 500 - $7,500 no funds for speaker $25 for 40 FACs
	1:55-2:30	THE PLAN	SAME	DR. SPARKS	PLANNED PRESENTATION INC. VISUALS	9, 10	no funds for speaker
	2:30-2:45	INTRODUCTION OF WORKSHOP STAFF	SAME	DR. MATHERSON DR. PHILLIPS			
	2:45-3:15	BREAK					no funds
J-2/1	3:15-4:45	TALENT SHOWCASE	ENTIRE GROUP seated according to preplanned inter-racial pattern	BLACK AND WHITE STUDENTS	MUSIC, DANCE, DRAMA, DEBATE, ART, FASHIONS	1, 2, 10	no stipend-funds to purchase small memento for student participant
	4:50-5:50	FENCES	ENTIRE GROUP	GROUP OF ACTORS	DRAMA	1, 10	
	5:50-6:00	WHAT WE HAVE DONE AND WHERE WE ARE GOING	ENTIRE GROUP	DIRECTOR AND ASSOCIATE	TALK	1, 10	
		CHECK OUT					
-16		CHECK IN					
	1:00-2:00	LOOK AT US We are different but alike	ENTIRE GROUP Seated according to preplanned inter-racial pattern	DIRECTOR AND ASSOCIATE	CREATIVE REPORT ON SURVEY OF VALUES (BLACK & WHITE STUDENTS)	1, 10	$15 for 500 - $7,500
	2:00-3:00	SOME PROBLEMS OF THE BLACK MAN IN OUR COMMUNITY	SAME AS ABOVE	URBAN LEAGUE	TALK - SLIDES	1,10	no funds required

SCHOOL LEADERSHIP GROUP

6-16	3:00-3:30	BREAK					
	3:30-4:30	ANXIETY AND HOW TO HANDLE IT	SAME AS ABOVE	A GOOD PSYCHIATRIST	LECTURE AND USE OF BOOKLET PREPARED BY ICOI	1, 10	$50 consultants fe
	4:30-4:45	MOVE TO GROUP MEETING PLACE - PARTICIPANTS GROUPED ACCORDING TO SCHOOLS, COMMUNITY, ETC.					
	4:45-5:45	MY FEARS AND HOW TO HANDLE THEM	20 GROUPS OF 25 EACH	DISCUSSION LED BY INTERRACIAL TEAM OF 2 FACs	DISCUSSION	1, 2, 3, 10	$25 for 40 FACs
	5:45-6:00 CHECK OUT	GROUP REPORT TO BE PREPARED - FEARS LISTED ON NEWS PRINT ALONG WITH SUGGESTED HANDLING					
6-17	1:00-1:10	CHECK IN					$15 for 500
	1:10-1:40	REPORT ON OUR FEARS ESSSION	ENTIRE GROUP seated as they wish (make count)	DIRECTOR AND ASSOCIATE	PLANNED PRESENTATION INC. VISUALS	1, 10	no funds for progr
	1:40-2:40	IT DID NOT HAPPEN TO ME	ENTIRE GROUP	PANEL OF TEACHERS WHO HAVE MADE TRANSITION SUCCESSFULLY	PANEL	1, 3, 10	no funds for progr
	2:40-3:10	BREAK					
	3:10-4:10	LEARNING TO WORK TOGETHER (Principles of group dynamics)	ENTIRE GROUP Preplanned seating	NTL REP.	LECTURE & DEMONSTRATION	1, 2, 10	$100 consultants f
	4:10-4:20	MOVE TO GROUP MEETING PLACE - PARTICIPANTS REMAIN IN SAME GROUP THEY WERE IN YESTERDAY					
	4:10-5:30	BARRIERS WHICH PREVENT OUR WORKING TOGETHER EFFECTIVELY AND STRATEGIES FOR CROSSING THEM	20 GROUPS OF 25 EACH	DISCUSSION LED BY FACs	GROUP DISCUSSION	1, 2, 3, 10	$25 for 40 FACs
	5:30-6:00 CHECK OUT	PREPARATION OF GROUP REPORT - PROBLEMS AND SUGGESTIONS FOR HANDLING LISTED ON NEWS PRINT					

J-2/2

SCHOOL LEADERSHIP GROUP

6-18	1:00-1:10	CHECK IN					$15 for 500
	1:10-2:00	REPORT ON BARRIERS AND STRATEGIES	ENTIRE GROUP seated as they wish	DIRECTOR AND ASSOCIATE	TALK, SLIDES, ROLE PLAYING	1, 2, 3, 10	no funds
	2:05-3:00	LANGUAGE AND SPEECH PATTERNS	ENTIRE GROUP seated as they wish	DR. LAURA GAINES	TALK	4, 10	consultant's fee
	3:30-4:30	BUILDING A NEW VOCABULARY	20 GROUPS OF 25 EACH	DISCUSSION LED BY FACs	GROUP DISCUSSION	1, 3, 4, 10	$25 for 40 FACs
	4:30-5:00	PREPARE GROUP REPORT ON NEGATIVE WORDS AND MANNERISMS					
	5:00-5:45	FACILITATING COMMUNICATION IN OUR SCHOOL	89 GROUPS OF 5 EACH	INFORMAL DISCUSSION		1, 3, 4, 10	
	5:45-6:00	CHECK OUT	PREPARE GROUP REPORT ON WHAT SCHOOL PLANS TO DO TO FACILITATE COMMUNICATION				
6-19	1:00-1:10	CHECK IN					$15 for 500
	1:10-1:40	REPORT ON NEGATIVE WORDS & FACILITATING PLANS	ENTIRE GROUP Planned seating	DIRECTOR AND ASSOCIATE	VISUALS, BROCHURE TO BE GIVEN OUT PLANNED PRESENTATION	1, 3, 4, 10	
	1:40-2:40	LEARNING TO TALK WITH EACH OTHER	ENTIRE GROUP Planned seating	DR. LAURA GAINES	TALK	1, 4, 10	Consultant's fee
	2:40-3:10	BREAK					
	3:10-4:10	TEACHING TECHNIQUES & APPROACHES WHICH HAVE WORKED IN INTERRACIAL SETTING	ENTIRE GROUP Seated as they wish	TEACHERS TO DEMONSTRATE, DIRECTOR AND ASSOCIATE TO PLAN	PLANNED PRESENTATION, DEMONSTRATION	1, 5, 6, 8, 10	no funds for teachers
	4:10-4:20	MOVE TO GROUP MEETING PLACES					
	4:20-5:15	HOW CAN WE ORGANIZE TO MEET OUR NEW PROBLEMS?	13 GROUPS High School with feeder schools	GROUP DISCUSSION LED BY FACs	DISCUSSION	1, 2, 3, 10	$25 for 40 FACs

J-2/3

171

170

SCHOOL LEADERSHIP GROUP

Appendix p 4

6-19	5:15-5:30	PREPARE GROUP REPORT					
	5:30-6:00	WHAT HAVE WE ACCOMPLISHED?	ENTIRE GROUP Seated as they wish	DR. CHRISTIAN DR. SPARKS DIRECTOR AND ASSOCIATE	PANEL	1, 7, 10	no funds for speak
	CHECK OUT						

172

J-2/4

APPENDIX J-3

Program Outline for the Preparation
of 100 High School Student Leaders
for Desegregation of Schools.

STUDENT WORK SHOP: June 22-26 Monday-Friday 1 P.M. - 5 P.M. PHILLIPS HIGH SCHOOL APPENDIX

PARTICIPANTS: Approx. 100 High School student leaders from 13 High Schools to be invited by letter from Superintendent of Schools prior to June 1, 1970

p. 1

PROGRAM: Written brochure containing content and organization plus names of participants will be provided

DATE	TIME	CONTENT	STRUCTURE	BY WHOM	METHOD	OBJECTIVES TO BE MET	FUNDS REQUIRED
6-22	1:00-1:30	REGISTRATION					no stipend to stud
	1:00-1:30	MUSIC	ENTIRE GROUP	MUSIC GROUP	LIVE PRESENTATION	1, 10	$20 to 12 FACs
	1:30-1:50	ORIENTATION	ENTIRE GROUP seated as they wish	DR. CHRISTIAN	PLANNED PRESENTATION	1, 7, 10	no funds
	1:55-2:30	THE PLAN	SAME AS ABOVE	DR. SPARKS	LECTURE, VISUALS	9, 10	no funds
	2:30-2:45	INTRODUCTION OF WORKSHOP STAFF	SAME AS ABOVE	DR. MATTERSON DR. PHILLIPS			
	2:45-3:15	BREAK - MUSIC AND COKES					
	3:15-4:45	TALENT SHOWCASE	ENTIRE GROUP seated according to preplanned inter-racial pattern	BLACK AND WHITE STUDENTS	MUSIC, DANCE, DRAMA, DEBATE, ART, FASHIONS	1, 10	no funds
	4:45-5:00	WHERE HAVE WE BEEN AND WHERE WE ARE GOING	ENTIRE GROUP same as above	DIRECTOR AND ASSOCIATE	PLANNED PRESENTATION	1, 10	
		CHECK OUT					
6-23	1:00-1:15	REGISTRATION					no stipends for students
	1:00-1:30	MUSIC	ENTIRE GROUP seated according to plan	MUSIC GROUP	LIVE PRESENTATION	1, 10	
	1:30-2:30	LEARNING TO WORK TOGETHER (Principles of group dynamics)	ENTIRE GROUP seated according to plan	NTL REP.	PLANNED PRESENTATION		

J-3/1

175

174

6-23	2:30-3:00	BREAK - COKES, MUSIC AND MOVE TO GROUP MEETING PLACE					
	3:00-4:30	BARRIERS WHICH PREVENT OUR WORKING TOGETHER EFFECTIVELY AND STRATEGIES FOR CROSSING THEM	6 GROUPS OF APPROX. 15 EACH	GROUP DISCUSSION TURNED ON BY FACs	GROUP DISCUSSION	1, 2,3,10	$20 for 12 FACs
	4:30-5:00	TURN OFF AND PREPARE REPORT					
	CHECK OUT						
6-24	1:00-1:30	CHECK IN AND MUSIC	ENTIRE GROUP Preplanned seating	MUSIC GROUP	LIVE PRESENTATION	1, 10	no stipend for students
	1:30-2:00	REPORT ON BARRIERS AND STRATEGIES	SAME AS ABOVE	DIRECTOR AND ASSOCIATE	CREATIVE APPROACH	1, 10	
	2:00-2:30	TASK DESCRIPTION FOR REMAINDER OF WORKSHOP	SAME AS ABOVE	DIRECTOR AND ASSOCIATE	PLANNED PRESENTATION then drawing of task* by student from each group	10	

J-3/2

177

176

*TASKS: Develop a plan for welcoming and orienting new students
Make posters and write slogans to create better interracial understanding among students
Write songs to create better interracial understanding among students
Write a 25 minute play or skit to create better interracial understanding among students
Write poems or jingles to create better understanding among students
Write a 25 minute play or skit to create better interracial understanding among students
(2 groups will be assigned this same task)

	2:30-3:00	BREAK - COKES, MUSIC AND MOVE TO GROUP MEETING PLACE					
	3:00-5:00	WORK ON ASSIGNED TASKS	6 GROUPS	GROUP ACTIVITIES SPARKED BY FACs	CREATIVE ACTIVITIES	2,3,4,10	$20 for 12 FACS funds for materials
	CHECK OUT						

STUDENT WORKSHOP

APPENDIX p 3

6-25	1:00-1:30	CHECK IN AND MUSIC	ENTIRE GROUP seated as they wish	MUSIC GROUP	LIVE PRESENTATION	1	no stipends for students
	1:30-3:00	WORK ON ASSIGNED TASK	6 GROUPS same composition	GROUP ACTIVITIES SPARKED BY INTER-RACIAL TEAM	CREATIVE ACTIVITIES	2,3,4, 10	$20 for 12 FACs
	3:00-3:30	BREAK - COKES, MUSIC					
	3:30-5:00	WORK ON ASSIGNED TASK	6 GROUPS	GROUP ACTIVITIES SPARKED BY INTER-RACIAL TEAM	CREATIVE ACTIVITIES	2,3,4 10	
	CHECK OUT						
6-26	1:00-1:30	CHECK IN AND MUSIC	ENTIRE GROUP seated as they wish	MUSIC GROUP	LIVE PRESENTATION	1, 10	no stipends for students
	1:30-3:00	SHOW AND TELL	GROUPS 1,2,3			1,2,3,10	
	3:00-3:30	BREAK - MUSIC, ICE CREAM, FAVORS				4, 10	$20 for 12 FACs
	3:30-5:00	SHOW AND TELL	GROUPS 4,5,6			4,10	funds for refreshments for students
	CHECK OUT						

J-3/3

APPENDIX J-4

Program Outline for the Preparation of Approximately 200 P.T.A. Members and Officers for the P.T.A. Council for Desegregation of Schools.

P.T.A. GROUP : June 29, 30 and July 1, 1970 3:?? - 12:00 RAMSEY HIGH SCHOOL APPENDIX J
PARTICIPANTS: Approx. 200 parents composed of two members each school P.T.A. and officers of the P.T.A. Councill p. 1

DATE	TIME	CONTENT	STRUCTURE	BY WHOM	METHOD	OBJECTIVES TO BE MET	FUNDS REQUIRED
6-29	8:30-9:00	REGISTRATION AND MUSIC		HIGH SCHOOL GROUP	LIVE PRESENTATION	1, 10	no stipend for parents
	9:00-9:20	ORIENTATION	ENTIRE GROUP Random seating	DR. CHRISTIAN	LECTURE	1,7,10	$20 for 16 FACs no funds for spea
	9:25-9:55	THE PLAN	SAME AS ABOVE	DR. SPARKS	LECTURE, VISUALS	9, 10	no funds for spea
	9:55-10:10	INTRODUCTION OF W.S. STAFF	SAME AS ABOVE				
	10:10-10:30	BREAK					
	10:30-11:45	BEST OF "SHOW & TELL"	ENTIRE GROUP seated according to preplanned inter-racial pattern	BLACK AND WHITE STUDENTS	STUDENTS WORK	1,3,4,10	no funds requeste
	11:45-12:00	WHERE HAVE WE BEEN TODAY? WHERE ARE WE GOING TOMORROW?	ENTIRE GROUP	DIRECTOR AND ASSOCIATE		1, 10	
		CHECK OUT					
6-30	8:30-8:45	CHECK IN					no stipend for pare
	8:45-9:45	IT DID NOT HAPPEN TO ME	ENTIRE GROUP Preplanned seating	PANEL OF TEACHERS WHO HAVE MADE TRANSI-TION SUCCESSFULLY	PANEL	1,3,10	$20 for 16 FACs
	9:45-10:45	LEARNING TO WORK TOGETHER (Principles of group dynamics)	ENTIRE GROUP Preplanned seating	NTL REP.	PLANNED PRESENTATION, LECTURE	1,2,10	consultant's fee
	10:45-11:00	BREAK AND MOVE TO GROUP MEETING PLACE					

J-4/1

6-30	11:00-11:55	BARRIERS WHICH PREVENT OUR WORKING TOGETHER EFFECTIVELY AND STRATEGIES FOR CROSSING THEM	8 GROUPS OF 25 MEMBERS	DISCUSSION SPEARHEADED BY FACs	GROUP DISCUSSION	2,3,10	
	11:55-12:00	ALOHA					
7-1	8:30-8:45	CHECK IN					
	8:45-9:30	REPORTING ON BARRIERS AND STRATEGIES	ENTIRE GROUP seated as they wish	DIRECTOR AND ASSOCIATE	TALK, SLIDES, ROLE PLAYING	1,2,3,10	$20 for 16 FACs no stipend for parents
	9:30-9:45	BREAK AND MOVE TO GROUP MEETING PLACE					
	9:45-11:00	HOW CAN WE PREPARE OUR RESPECTIVE COMMUNITIES TO ACCEPT CHANGE	8 GROUPS OF 25 MEMBERS	DISCUSSION LED BY INTERRACIAL TEAM FACs	GROUP DISCUSSION	1,2,4,10	
	11:00-11:40	REPORTING Prepare written report	REPRESENTATIVE FROM EACH GROUP (5 minutes)			3,4,10	
	11:40-12:00	WHAT HAVE WE ACCOMPLISHED?	ENTIRE GROUP seated as they wish	DR. SPARKS DR. CHRISTIAN	PANEL	7, 10	no funds request
		WRAP UP					

J-4/2

APPENDIX J-5

Program Outline for the Preparation
of All School Personnel in 1970-71
for Desegregation of Schools.

				FUNDS NEEDED
PROFESSIONAL WORKSHOP	AUGUST 24,1970	8 A.M. - 1 P.M.	HAYES HIGH SCHOOL AUDITORIUM	$15 stipend for 540 SLGs &
	PARTICIPANTS:	Approx. 500 team members from 89 schools		no stipend for principals
	AUGUST 25,1970	8 A.M. - 1 P.M.	MEETINGS IN INDIVIDUAL SCHOOLS	$15 for apprx. 4000 teachers
	PARTICIPANTS:	Total Staff - Professional, Clerical, Lunchroom, Janitorial		no stipend for principals
	AUGUST 26,1970	8 A.M. - 1 P.M.	MEETINGS IN INDIVIDUAL SCHOOLS	$15 for apprx. 4000 teachers
	PARTICIPANTS:	Total Staff - Professional, Clerical, Lunchroom, Janitorial		no stipend for principals
	AUGUST 27,1970	9 A.M. - 12 NOON	MUNICIPAL AUDITORIUM	No funds requested
		1 P.M. - 3 P.M.	MEETINGS IN INDIVIDUAL SCHOOLS	Total staff on payroll
	PARTICIPANTS:	Teachers and principal		
	AUGUST 28,1970	8 A.M. - 3 P.M.	MEETINGS IN INDIVIDUAL SCHOOLS	No funds requested
	PARTICIPANTS:	Teachers and principal		Total staff on payroll

PROGRAM: Written brochure containing content and organization plus names of participants will be provided

DATE	TIME	CONTENT	STRUCTURE	BY WHOM	METHOD	OBJECTIVES TO BE MET	FUNDS REQUIRED
8-24	8:00-8:30	REGISTRATION		HIGH SCHOOL MUSIC GROUP	LIVE PRESENTATION		
	8:30-10:00	PROGRESS REPORT	ENTIRE GROUP seated as they wish	SUPT.,DIRECTOR AND ASSOCIATE	TALK, TAPES, FILM, VISUALS	1,7,9,10	
	10:00-10:15	TASK SETTING FOR REMAINDER OF WEEK	SAME AS ABOVE	DIRECTOR AND ASSOCIATE	TALK	1,4,10	
	10:15-10:45	BREAK AND MOVE TO GROUP MEETING PLACES					
	10:45-12:30	MAKING PLANS FOR WORKING WITH INDIVIDUAL SCHOOL FACULTIES	89 GROUPS, MEETING 4 GROUPS TO A ROOM	TEACHERS AND PRINCIPALS	GROUP INTERACTION	1,2,3,4,10	
	12:40-1:00	ATTITUDE THERAPY	ENTIRE GROUP	COMMUNITY RESOURCE PERSON	CREATIVE PRESENTATION	1,10	
	CHECK OUT						

J-5/1

8-25	8:00-3:30	REGISTRATION COFFEE	ENTIRE SCHOOL STAFF	SLG	GROUP INTERACTION	1,3,10
	8:30-9:00	WHY OF WORKSHOP	ENTIRE SCHOOL STAFF	DR. CHRISTIAN DR. SPARKS	ITV	7,9,10
	9:00-10:00	GETTING ACQUAINTED	SAME AS ABOVE	SLG	GROUP INTERACTION	1,3,10
	10:00-1:00 CHECK OUT	FOLLOW FORMAT DEVELOPED BY FACILITATING TEAM DURING PREPLANNING SESSION AUGUST 24				
8-26	8:00-8:30	CHECK IN AND COFFEE	ENTIRE SCHOOL STAFF	SLG	GROUP INTERACTION	1,3,10
	8:30-9:30	TEACHING TECHNIQUES WHICH HAVE WORKED WELL IN INTERRACIAL SETTING	ENTIRE STAFF	DIRECTOR AND ASSOCIATE	ITV	5,8,10
	9:30-1:00 CHECK OUT	FOLLOW FORMAT DEVELOPED BY FACILITATING TEAM DURING PREPLANNING SESSION OR DURING WORKSHOP AUGUST 25				
8-27	9:00-12:00	INSTITUTE	ENTIRE PROFESSIONAL SCHOOL STAFF	DR. CHRISTIAN	TALK	1,7,9,10
	1:00-3:00	GETTING READY FOR THE OPENING OF SCHOOL	ENTIRE SCHOOL STAFF	PRINCIPAL		
	CHECK OUT					
8-28	8:00-8:30	CHECK IN AND COFFEE	ENTIRE SCHOOL STAFF	SLG	GROUP INTERACTION	1,3,10
	8:30-3:00	GETTING READY FOR THE OPENING OF SCHOOL	ENTIRE SCHOOL STAFF	TOTAL STAFF ACTIVITIES STIMULATED BY SLG		1,3,10